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ABSTRACT

This report represents Phase Three of the "Continuing Plan for Education in Mississippi," which sought to develop a catalog of the precise reading competencies that students in Mississippi's public elementary and secondary schools would be expected to achieve by the time they reached particular grade levels. Chapter One is an introduction to the whole instructional improvement project and to Phase Three in particular. Chapter Two outlines the procedures that were used to collect and identify the competencies. Chapter Three lists the reading competencies for elementary levels one through six, for remedial reading at the primary and intermediate levels, for developmental reading at the junior and senior high school levels, and for remedial reading at the junior and senior high school levels. Chapter Four lists 12 conclusions and eight recommendations resulting from Phase Three. The materials used during Phase Three are appended. (RL)

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THE MISSISSIPPI CATALOG OF COMPETENCIES FOR PUBLIC ELEMENTARY AND SECONDARY READING

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September, 1975

CS005094

Garvin H. Johnston, Ed.D., State Superintendent of Education

THE MISSISSIPPI CATALOG OF COMPETENCIES FOR

PUBLIC ELEMENTARY AND SECONDARY

READING

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Mississippi State Department of Education

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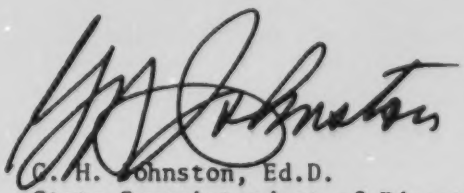
FOREWORD

Identifying the specific expectations of pupils by the time a year of study in a selected subject field is completed is an important task in the development of a Continuing Plan for Education in Mississippi. This study is addressed specifically to the field of reading and is designed to facilitate the achievement of the number one ranked goal which was for public elementary and secondary students to acquire cognitive achievement in the basic academic skills and/or the basic vocational-technical skills.

Sincere appreciation is expressed to all of the professional educators who willingly cooperated by responding to special requests for information concerning the development of a catalog of reading competencies for public elementary and secondary education in Mississippi. Your response has made this project very much worthwhile.



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Chapter I

INTRODUCTION

The State Department of Education through the Office of Planning and Evaluation has undertaken a mammoth multiyear project that has strong implications for the improvement of the instructional programs in the elementary and secondary schools of Mississippi. The project is divided into five major phases which include assessing needs, setting goals and priorities based upon the identified needs, developing specifically stated objectives to accomplish the identified goals, evaluating the results based upon the developed objectives and recycling the procedure. The idea for the "Continuing Plan for Education in Mississippi" was conceived through the combined efforts of individuals representing each of the divisions and major programs within the State Department of Education. The implementation of the idea is now in the third phase.

Phase One: Needs Assessment

During 1972 educational needs for the public elementary and secondary schools of Mississippi were systematically identified. Evidence was accumulated to justify the identification of each need item. The major sources used to determine the statewide educational needs included the following: (1) an inventory was conducted among 3,990 individuals through a 276-item, seven-page questionnaire; (2) results from achievement tests were analyzed; (3) selective service information was utilized; and (4) statistical data compiled within the State Department of Education were synthesized.

Phase Two: Goals and Priorities

During 1973 a list of potential goal statements was developed for the public elementary and secondary schools of Mississippi by combining the previously identified need items into broad categories. School board members, superintendents, principals, teachers, students, parents, higher education personnel, legislators, business and industry managers, and educational organizational leaders were involved in the process of adopting and ranking the goal statements. Resulting from the study were thirty-four goals for the public elementary and secondary schools of Mississippi which were ranked in an order of priority. The goal ranked highest was for students "to acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)."

Phase Three: Objectives

Phase three of the "Continuing Plan for Education in Mississippi" represents the development of specifically stated objectives designed to accomplish the adopted goals which resulted from phase two. Objectives, in this reference, are defined as precise descriptions of an educational goal which contain at least one component of each of six variables determined by answering each of the following questions: (1) of whom is the behavior or performance expected; (2) what behavior is desired or expected to occur; (3) to what activity will the behavior be related; (4) how will the change in behavior be specifically measured; (5) what period of time is needed to effect the expected change in behavior; and (6) to what proficiency level is the change in behavior expected.

One part of the third phase of the comprehensive plan for public elementary and secondary education in Mississippi is the development of a catalog

composed of competencies (precise expectations of students) for each of the grade levels and subject areas in the field of reading for students taught in the public schools of Mississippi. Therefore, this study is a part of phase three of the "Continuing Plan for Education in Mississippi."

Purpose

The purpose of this study was to develop a catalog containing listings of precise competencies that students enrolled in the public elementary and secondary schools of Mississippi are expected to achieve by the time a particular grade level or subject area in the field of reading is completed.

Significance of Study

A disturbing observation is that many local districts attack the complex problem of curriculum development independently. One cannot help reflecting on the mammoth duplication of efforts involved. The project, to develop a catalog of competencies for the various disciplines of reading which are taught in the public schools of Mississippi, offers a possible alternative to this duplication. Utilizing the resources of the professional reading teachers in the public schools of Mississippi, the State Department of Education has attempted to provide each local district with a complete listing of competencies for each of the grade levels and subject areas taught in reading. Therefore, the efforts and thoughts of thousands of teachers can be utilized in a type of synergistic convergence. This is not to suggest that any set of competencies should be viewed as the answer to an individual district's curricular problem but rather the efforts of others offer a convenient point of departure and may serve to stimulate diverse opinions about the direction of curricular thrusts within the individual districts. The words of Sir Isaac Newton seem appropriate: "If I have seen further, it is

by standing upon the shoulder of giants." The compiled listings of competencies will be the combined efforts of numerous individuals and even then they may be but the shoulder on which others may stand.

The reading competencies listed within this booklet are intended to be exhaustive. No one class of students or even an individual student should be expected to achieve all of those listed.

The potential use of the final draft of a catalog of competencies in reading is infinite. Included among the most obvious uses are the following: (1) teachers, students, parents, and other interested individuals can better know what achievement is expected by the time a particular grade level or subject area in reading is completed; (2) in a classroom, in a school, in a district, or in the state the progress of students in the field of reading can be evaluated on a more uniform basis; (3) a reading catalog of competencies can aid in the development of curriculum guides, lesson plans, and measurement samples; (4) the reading catalog can serve as a guide for a more extensive listing of competencies which are unique to a particular district, school, classroom, or individual; (5) the catalog of competencies can aid in the individualization of the reading program; (6) when the expectations of students in a given field of study are known, the accountability concept can be more easily implemented; and (7) the reading catalog of competencies can be utilized in the supervision of reading programs.

Chapter II

PROCEDURE

The procedure for developing a catalog of competencies in the field of reading has involved many individuals. A brief explanation of the procedures for this study is presented in the subsections below.

Involvement of Personnel from the State Department of Education

The schedules of all individuals within the State Department of Education who directly or indirectly had responsibilities with the reading education program were coordinated to provide time for those individuals to conduct various functions which led to the development of the reading catalog of competencies. The coordination process was conducted by the personnel from the Office of Planning and Evaluation.

Identification of Grade Levels and Subject Areas

To identify the specific grade levels and subject areas in the field of reading for which competencies could be enumerated, the reading supervisor from the State Department of Education and personnel from the Office of Planning and Evaluation utilized two major sources: (1) a computer printout which listed the names of the various courses offered in the public elementary and secondary schools of Mississippi, the number of schools offering those courses, and the total number of students enrolled in each course; and (2) a listing of approved reading course offerings which appeared in the Mississippi "Standards for Accreditation of Elementary and Secondary Schools." Ultimately, eleven grade levels and subject areas were selected for inclusion in the final catalog.

Initial Development of Proposed Reading Competencies

To obtain an initial listing of proposed competencies for each of the grade levels and subject areas in the field of reading, the superintendents from each of the 150 local school districts were requested (see appendix A) to nominate their most outstanding reading teachers. A special nomination form (see appendix A) was provided with the request. Additional nominations were supplied by the reading supervisor from the State Department of Education. After the nominations were grouped by grade levels and subject areas, the reading supervisor selected committees consisting of five members for each committee and representing each of the grade levels and subject areas in the field of reading. A chairman for each committee of teachers was appointed by the state reading supervisor. A letter (see appendix B) was mailed to each superintendent from whose district a teacher was selected. The purpose of the letter was to provide information about the proposed work conference. After notifying the superintendents, an invitation (see appendix C) was extended to each selected individual seeking the participation of that person in the proposed work conference. A memorandum (see appendix D) was sent to all who accepted the invitation to participate acknowledging their acceptance and supplying them with pertinent information about the work conference.

Reading work conference. An agenda was developed (see appendix E) for a three-day reading work conference which was held at the Universities Center in Jackson, Mississippi, for the selected reading teachers to begin identifying and organizing the proposed reading competencies. After an opening general session with all participants, the reading teachers were divided into their pre-determined committees. Each committee represented a specific

grade level or subject area in reading and was charged with the responsibility of first developing a comprehensive topical outline which encompassed a year of study in that particular grade level or subject area. After the topical outline was developed, each group of reading teachers was then charged with identifying and listing under the appropriate topic the competencies expected of students enrolled in that particular level or subject.

Activities immediately following the work conference. The three-day work conference proved to be too little time to develop a complete list of proposed competencies for each grade level and subject area in the field of reading. Therefore, the participants of the work conference were given additional time following the conference to work individually to exhaust all resources available to them which would result in the completion of their assigned tasks. After that time, the chairman of each committee, respectively, collected the resulting competencies, organized them into a consistent form, and sent them to the State Department of Education.

Refinement of Proposed Competencies

After receiving from the chairmen of the various committees the lists of identified competencies, personnel within the State Department of Education reviewed each list for organizational, grammatical, typographical, and content errors. Each of the eleven lists was next typed, printed, and prepared for distribution to all public school districts in Mississippi where, hopefully, each public elementary and secondary reading teacher in the state was given the opportunity to react to the proposed competencies.

Distribution of Proposed Competencies

The distribution of the proposed competencies for the reactions of the public elementary and secondary reading teachers of Mississippi was ac-

complished by first sending to the superintendents of local school districts through parcel post the appropriate materials for the schools or attendance centers within the respective districts. A letter (see appendix F) accompanying the materials and providing directions to the superintendents was attached to each district's package. Each superintendent was instructed to make a further distribution of the materials which were bound and labeled by attendance center within that district. A letter (see appendix G) accompanied the materials for each attendance center and provided directions to the principal for a further distribution to the appropriate reading teachers within that school. A sample packet of materials for level one including the directions for assessing the proposed competencies is included in appendix H. Similar packets were available for each of the other grade levels and subject areas of reading. If the requested materials had not been returned to the State Department of Education within a specified period of time, a second letter (see appendix I) was mailed to the superintendents of those districts from which no representation had been received.

The proposed competencies in reading were also distributed to the deans of the schools of education in the institutions of higher learning in Mississippi. A request (see appendix J) was made that the subject area specialists from these institutions of higher learning be given an opportunity to react to the proposed competencies.

Reaction to Proposed Competencies

Reading teachers were asked to react to the proposed competencies in three ways as follows: (1) indicate agreement or disagreement with each competency as a desirable expectation of the students you teach in the represented grade level or subject area (when more than one teacher teaches the

same grade level or subject area in a given school, a consensus of opinions should be reflected); (2) suggest revision of stated terminology or content of the listed competencies; and (3) insert additional competencies that you feel should be included. After completing these tasks, the reading teachers were instructed to return the completed materials to their respective principals, and the principals were requested to collect the materials and return them directly to the State Department of Education.

Response

As indicated in Table I a total of 4,339 separate lists of competencies representing each of the eleven grade levels and subject areas in reading were packaged for principals in whose schools those grade levels or subject areas were evidenced. A return of 3,485 or 80.3 percent was received by the State Department of Education. From the seventeen institutions of higher learning which were sent the complete listings of the proposed competencies, a response was received from only six institutions.

Treatment of Returned Competencies

After organizing the returned packets of competencies into the grade levels and subject areas taught in reading in the Mississippi elementary and secondary public schools, the packets of competencies were processed by the Data Processing Unit in the State Department of Education. A computer program was written which would yield for each competency in each grade level or subject area the number of responses agreeing with a proposed competency, the number of responses disagreeing with a proposed competency, the number of responses that neither agreed nor disagreed with a proposed competency, and the total number of responses.

TABLE I

NUMBER OF INSTRUMENTS MAILED AND RETURNED FOR DETERMINING CONCENSUS OF AGREEMENT OR DISAGREEMENT FOR STATED COMPETENCIES BY GRADE LEVEL OR SUBJECT AREA

Grade Level or Subject Area (1)	Number Mailed (2)	Number Returned (3)	Percent Returned (4)
Level One	529	432	81.7
Level Two	530	437	82.5
Level Three	531	430	81.0
Level Four	530	436	82.3
Level Five	517	422	81.6
Level Six	503	395	78.5
Elementary Remedial Reading - Primary Level	527	412	78.2
Elementary Remedial Reading - Intermediate Level	541	415	76.7
Developmental Reading - Junior High	11	10	90.9
Developmental Reading - Senior High	12	10	83.3
Remedial Reading - Junior High and Senior High	108	86	79.6
Total	4,339	3,485	80.3

The appropriate response to each competency in each packet was then punched and verified on computer punch cards. The computer then produced a printout for each grade level or subject area of reading with the appropriate totals for each competency. Each printout was analyzed to determine which competencies in a particular grade level or subject area were accepted as desirable competencies by the majority of respondents. A competency was determined to be acceptable if the number of respondents agreeing with the competency was greater than the number of respondents disagreeing with the competency. Those competencies which were determined to be unacceptable were removed from the final listing and included as rejected competencies in the appendix by grade level or subject area (see appendix K). Other competencies submitted by the respondents were collected, organized, and cataloged by grade level and subject area (see appendix L).

Chapter III

RESULTING CATALOG OF READING COMPETENCIES

This chapter is divided into eleven sections with each section containing the competencies expected of a student by the time a particular grade level or subject area in reading is completed. Each of the competencies was approved by the majority of the reading teachers in Mississippi who reacted to the survey. This compilation should be considered as the first edition of a catalog of competencies in reading and should be constantly open to additions, deletions, and alterations.

The reading competencies enumerated herein are the products of the reading teachers in Mississippi and are not to be taken as a dictum from the state level to create a monolithic curriculum in the field of reading. The purpose is to develop communication of expectations among teachers to allow for the development of cohesive reading programs to meet the needs of students in reading throughout Mississippi which will aid in the improvement of the instructional program.

Attention should be drawn to the fact that there was an overwhelming agreement with most of the items in each grade level and subject area expressed by the responding teachers. This response indicates the relevance of those items for the reading programs in effect during the 1974-75 school year. However, programs change and the competencies expressed herein are also expected to change. Therefore, each teacher should be aware of the expectations of fellow professionals, yet free to choose those expectations which will best meet the needs of the students in a particular classroom.

READING

LEVEL I (GRADE ONE)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 READING READINESS SKILLS

1.1 Oral language
- 1.1.1 Identify himself by name
- 1.1.2 Formulate complete sentences
- 1.1.3 Verbalize experiences
- 1.1.4 Identify orally: people, places, and things
- 1.1.5 Respond to questions
- 1.1.6 Describe things as to color, size, shape, location, and texture
- 1.1.7 Repeat nursery rhymes, short poems, and finger plays
- 1.1.8 Construct a story from a picture
- 1.1.9 Construct a story based on experiences
- 1.1.10 Construct a story based on imagination
- 1.1.11 Retell a story
- 1.1.12 Order sequentially the events in pictures or printed stories
- 1.1.13 Make up story details
- 1.1.14 Describe picture details
- 1.1.15 Describe story details
- 1.1.16 Predict outcomes through discussion of pictures and stories
- 1.1.17 Interpret feelings of story characters through pictures and discussion
- 1.1.18 Name days of week, months of year, and seasons
- 1.1.19 Use new words encountered in classroom situations
- 1.1.20 Repeat five digits after hearing them
- 1.1.21 Repeat a sentence of about fifteen syllables
- 1.1.22 Repeat pledge of allegiance in unison
- 1.1.23 Supply missing word in a sentence
- 1.1.24 Demonstrate an awareness of "singular" and "plural" in language usage
- 1.1.25 Demonstrate an awareness of rhythm of language
- 1.1.26 Discuss pictures and stories on films, filmstrips, and ETV

1.2 Visual discrimination and memory
- 1.2.1 Identify name
- 1.2.2 Recognize colors (red, blue, yellow, green, orange, brown, black, and white)
- 1.2.3 Recognize shapes (circle, square, triangle, and rectangle)
- 1.2.4 Recognize sizes (big, little)
- 1.2.5 Follow, sequentially, left to right progression with return sweep in books and workbooks
- 1.2.6 Follow top to bottom sequence in pages of book or workbook
- 1.2.7 Follow front to back progression in reading through (or working in) books
- 1.2.8 Match colors, shapes, sizes, letters, word forms, picture details
- 1.2.9 Determine likenesses and differences in form or shape, internal and external detail, kind, position, color, serial order and size
- 1.2.10 Classify pictured or actual items in groups: e.g., animals, food, flowers
- 1.2.11 Note picture details and clues
- 1.2.12 Locate letters of the alphabet
- 1.2.13 Locate letters that stand for initial consonant sounds
- 1.2.14 Locate words that begin with same initial consonant sounds
- 1.2.15 Find words that have same graphemic base
- 1.2.16 Demonstrate visual memory of letters and words
- 1.2.17 Relate a few spoken words to printed symbols
- 1.2.18 Indicate first letter in a word
- 1.2.19 Indicate last letter in a word
- 1.2.20 Indicate first word in a sentence
- 1.2.21 Know that all words are written by using letters of the alphabet
- 1.2.22 Know that each letter has two forms (capital and lower case)
- 1.2.23 Classify letters as small or capital
- 1.2.24 Match capital and small letter forms
- 1.2.25 Know sequential order of letters

1.3 Auditory discrimination and memory
- 1.3.1 Identify common sounds
- 1.3.2 Identify source of sounds
- 1.3.3 Classify sounds as loud, soft, high, low, far, near, same, or different
- 1.3.4 Distinguish likenesses and differences in sounds
- 1.3.5 Follow oral directions
- 1.3.6 Repeat sound patterns
- 1.3.7 Identify rhyming words
- 1.3.8 Supply rhyming words
- 1.3.9 Identify initial consonant sounds
- 1.3.10 Name given letters
- 1.3.11 Name letters that stand for initial consonant sounds
- 1.3.12 Supply words that begin with same consonant sound
- 1.3.13 Read groups of words containing same graphemic base: e.g., an, man, ran
- 1.3.14 Demonstrate ability to hear with eyes closed
- 1.3.15 Demonstrate ability to listen attentively for short periods of time

1.4 Visual-motor and kinesthetic skills
- 1.4.1 Write name
- 1.4.2 Trace letters and shapes
- 1.4.3 Trace (or draw) lines to answers
- 1.4.4 Demonstrate ability to color simple pictures
- 1.4.5 Draw a picture with details
- 1.4.6 Draw a man (person) with details
- 1.4.7 Demonstrate ability to handle materials: e.g., books, workbooks, pencils, crayon, chalk
- 1.4.8 Draw a circle, square, triangle, cross, and line
- 1.4.9 Demonstrate ability to work picture puzzles
- 1.4.10 Demonstrate ability to reproduce figures
- 1.4.11 Complete figures or letters
- 1.4.12 Mark answers as instructed by the teacher

1.5 Conceptual development - background of experiences
- 1.5.1 Demonstrate ability to place objects spatially in relation to other objects: i.e., on, in, over, under, beside, between
- 1.5.2 Demonstrate understanding of concept of smell and related terms: e.g., smoke, flowers
- 1.5.3 Demonstrate understanding of concept of direction (position) and related terms: i.e., right, left, up, down, front, back, top, bottom, first, last, next, beginning, end
- 1.5.4 Demonstrate understanding of concept of taste and related terms: i.e., sour, sweet, salty
- 1.5.5 Demonstrate understanding of concept of texture and related terms: i.e., rough, smooth
- 1.5.6 Demonstrate understanding of concept of size or amount and related terms: i.e., more, less, fat, thin, big, large, small, little
- 1.5.7 Demonstrate understanding of concept of height and related terms: i.e., short, tall, low, high
- 1.5.8 Demonstrate understanding of concept of weight and related terms: i.e., heavy, light
- 1.5.9 Demonstrate understanding of concept of color and related terms: e.g., red, blue, dark, light
- 1.5.10 Demonstrate understanding of concept of shape and related terms: i.e., round, square, circle, triangle, rectangle
- 1.5.11 Demonstrate understanding of concept of likenesses and differences and related terms: i.e., like, same, different
- 1.5.12 Demonstrate understanding of simple incidents of cause and effect
- 1.5.13 Demonstrate understanding of concept of place and related terms: i.e., here, there, near, far
- 1.5.14 Demonstrate understanding of concept of time and related terms: i.e., now, then, before, after, later, day, night, morning, afternoon, today, tomorrow, yesterday, days, months, seasons
- 1.5.15 Demonstrate understanding of terms specifically related to reading readiness skills: i.e., sound, letter, word, name, book, capital, row, column
- 1.5.16 Distinguish between sense and nonsense, real (true) and make-believe
- 1.5.17 Demonstrate understanding that words carry meaning
- 1.5.18 Demonstrate understanding that words can tell things that pictures cannot convey
- 1.5.19 Body awareness
  - 1.5.19.1 Identify body parts: e.g., leg, arm
  - 1.5.19.2 Describe some of his physical characteristics
  - 1.5.19.3 Construct a self-portrait
  - 1.5.19.4 Describe likenesses and differences in comparing himself to others
- 1.5.20 Self concept and interpersonal relationships
  - 1.5.20.1 Exhibit responsible behavior in taking care of personal and school property
  - 1.5.20.2 Respect rights and property of others
  - 1.5.20.3 Perform his share of schoolroom duties
  - 1.5.20.4 Practice safety rules that affect himself and others
  - 1.5.20.5 Exhibit self-control
  - 1.5.20.6 Exhibit confidence and self-acceptance
  - 1.5.20.7 Exhibit ability to relate to (work with) others
- 1.5.21 Demonstrate an awareness of families
- 1.5.22 Demonstrate an awareness of friends
- 1.5.23 Demonstrate an awareness of schools (personnel and physical make-up)
- 1.5.24 Demonstrate an awareness of community
- 1.5.25 Demonstrate an awareness of careers and workers

1.6 Interest
- 1.6.1 Respond favorably to praise, reward, and incentive
- 1.6.2 Display pleasure over successful experiences
- 1.6.3 Display desire to do some things independently
- 1.6.4 Display a sense of enjoyment in mild competition
- 1.6.5 Display an interest in participating in classroom activities

1.6.6 Display an interest in school activities outside the classroom
1.6.7 Display an interest in his world away from school: e.g., home, family, pets, toys, TV, friends, play
1.6.8 Reading materials
1.6.8.1 Show interest in variety of subjects (topics): e.g., animals, holidays, astronauts
1.6.8.2 Show interest in different types of materials: e.g., poems, stories, picture books
1.6.8.3 Show interest in various kinds of stories and poems: e.g., fantasy, true, adventure
1.6.9 Activities related directly to reading
1.6.9.1 Show interest in listening to stories and poems
1.6.9.2 Show interest in trying to read: e.g., bulletin board, labels
1.6.9.3 Show interest in doing tasks required in reading readiness books and workbooks
1.6.9.4 Display an interest in dramatizing stories
1.6.9.5 Show an interest in going to the library

2.0 WORD ANALYSIS

2.1 Use word configuration as clue in word analysis
2.2 Use picture clues
2.3 Context clues
2.3.1 Use word that fits the meaning in a sentence
2.3.2 Use word that makes sense in the situation
2.3.3 Identify word through use of initial sound and context
2.4 Structural analysis
2.4.1 Compound words
2.4.1.1 Demonstrate understanding of formation of compound words
2.4.1.2 Demonstrate ability to break selected compound words into components
2.4.1.3 Demonstrate ability to assemble separate words into compound words
2.4.1.4 Supply examples of compound words
2.4.1.5 Demonstrate ability to recognize any, no, some, and every in compound words
2.4.2 Inflectional endings
2.4.2.1 Demonstrate ability to recognize words with inflectional endings when root word is not changed
2.4.2.2 Change in root word
2.4.2.2.1 Demonstrate ability to recognize words where "y" is changed to "i" before adding ending: e.g., babies
2.4.2.2.2 Demonstrate ability to recognize words where final consonant is doubled before adding ending: e.g., running
2.4.2.2.3 Demonstrate ability to recognize words where final "e" has been dropped before adding ending: e.g., coming
2.4.3 Demonstrate ability to recognize common prefixes: i.e., a, be, en, un, in, al, re
2.4.4 Demonstrate ability to recognize common root words in words that have affixes
2.4.5 Demonstrate ability to recognize common suffixes: i.e., ly, er, est, self, n, en, ness, ful, less, ish, y
2.4.6 Syllables
2.4.6.1 Demonstrate ability to hear syllables in words
2.4.6.2 Know that long words have more than one part
2.4.6.3 Know that parts are called syllables
2.4.6.4 Demonstrate ability to recognize common prefixes and suffixes as separate syllables
2.4.6.5 Demonstrate ability to recognize double medial consonant as a clue to syllabication
2.4.6.6 Know that when a word has a double medial consonant, the consonant is sounded only once
2.4.7 Accent
2.1.7.1 Know that some words in a sentence are stressed more than others
2.4.7.2 Know that one part of a word with two or more syllables is stressed more than others
2.4.8 Contractions
2.4.8.1 Know that a contraction is a short way of writing two words together
2.4.8.2 Demonstrate recognition of contractions introduced in texts
2.4.8.3 Demonstrate understanding that contractions may be substituted for original words
2.4.8.4 Demonstrate ability to recognize contractions as words based on natural speech patterns
2.4.8.5 Know that "n't", "'s", "'ll" stand for not, is, and will
2.4.9 Abbreviations
2.4.9.1 Know abbreviations of common units of measure: i.e., ft., in.
2.4.9.2 Know abbreviations of days of week and months of year

2.4.9.3 Know abbreviations used in addresses: e.g., Mr., Mrs., Dr., St., Ave., Miss. (Ms.)

2.4.10 Graphemic bases (word families or phonograms)

2.4.10.1 Know that phonograms begin with vowels

2.4.10.2 Know that initial consonant sounds blended with graphemic bases make complete words

2.4.10.3 Demonstrate ability to use graphemic bases in word analysis

2.4.10.4 Know, by sight, phonograms introduced in reading instruction

2.5 Phonics

2.5.1 Common phonics principles

2.5.1.1 Know various letters by name

2.5.1.2 Distinguish various letters from one another

2.5.1.3 Know that letters stand for units of sound

2.5.1.4 Know that sounds can be blended into words

2.5.1.5 Know that the sounds in each word are sequenced in a certain order

2.5.1.6 Know that the sounds are represented spatially when the word is written down

2.5.1.7 Display ability to blend sounds without distortion

2.5.1.8 Display ability to blend words without pausing between sounds

2.5.1.9 Demonstrate ability to determine sounds in a word by saying the word slowly

2.5.1.10 Know letter-sound associations that have been presented in classroom activities

2.5.1.11 Know them for each position studied: i.e., initial, medial, or final

2.5.2 Consonants

2.5.2.1 Single consonants

2.5.2.1.1 Know letter-sound associations for consonants that have one "regular" sound which is generally consistent: i.e., b, d, f, h, j, k, l, m, n, p, r, t, v, x (final and medial) w and y (as consonants)

2.5.2.1.2 Know letter-sound associations for consonants that have more than one "regular" sound: i.e., c (k, s) cat, cent; g (g, j) go, cage; s (s, z, sh) said, is, sure; z (z, s) zoo, Hertz, (waltz)

2.5.2.1.3 Know letter-sound associations that are sometimes heard: i.e., f (v) of; d (j) soldier; x (z) xerox; z (zh) treasure

2.5.2.2 Consonant blends

2.5.2.2.1 Know sound-letter associations for "r" family of blends: i.e., br, cr, dr, fr, gr, pr, tr, spr, str, scr, thr

2.5.2.2.2 Know sound-letter associations for "l" family of blends: i.e., bl, cl, fl, gl, pl, sl, spl

2.5.2.2.3 Know sound-letter associations for "s" family of blends: i.e., sc, sk, sm, sn, sp, st, sw, sch, sq

2.5.2.2.4 Know sound-letter associations for blends not found in initial position: i.e., nd, nt, mp, ft, lk, ld, lt, lp, lf

2.5.2.3 Consonant digraphs

2.5.2.3.1 Exhibit skill in associating sounds with consonant digraphs: i.e., sh, ch, wh, th, qu, ph (f) phone

2.5.2.3.2 Know sound-letter associations for digraphs not found in initial position: i.e., ng (sing), ck (chick), nk (ink)

2.5.2.4 Silent consonants

2.5.2.4.1 Know some consonants are not sounded in some combinations: wr (r) write, kn (n) know, gh (silent) night, gn (n) gnaw, gh (g) ghost, gu (g) in most cases

2.5.2.4.2 Know that a doubled consonant is sounded only once: i.e., fanned

2.5.3 Vowels

2.5.3.1 Short vowels

2.5.3.1.1 Know letter-sound association for single vowel (medial or initial position) in a one syllable word: e.g., ran, it

2.5.3.1.2 Know letter-sound association for single vowel in closed syllable that is accented: i.e., candy

2.5.3.1.3 Know letter-sound association for final "y" in unaccented position: baby

2.5.3.1.4 Know common letter-sound association for all vowels in unaccented position: i.e., schwa sound in ago

2.5.3.1.5 Know letter-sound association for "a" (ŭ) when used as a word in a sentence

2.5.3.1.6 Know letter-sound association for "e" (ŭ) in the word "the" in oral reading or conversation

2.5.3.1.7 Know letter-sound association for vowels before "dge": e.g., bridge, badge

2.5.3.2 Long vowels

2.5.3.2.1 Know common letter-sound association for two or more vowels in a one syllable word (first is long and rest are silent): e.g., ride, eat, pail, ate

2.5.3.2.2 Know common letter-sound association for two or more vowels in accented syllable of longer words (first is long and rest are silent): e.g., asleep, inside, nearly

2.5.3.2.3 Know letter-sound association for single vowel at end of one syllable word: i.e., no, my

2.5.3.2.4 Know letter-sound association for "i" before ld, mb, nd: i.e., find, child

2.5.3.2.5 Know letter-sound association for "o" before ld: e.g., old, cold

2.5.3.3 "r" vowels

2.5.3.3.1 Know common letter-sound association for er, ir, and ur (unless followed by e) (ûr): e.g., her, bird

2.5.3.3.2 Know letter-sound associations for or (ōr) ford, (ôr) for, (ûr) word

2.5.3.3.3 Know letter-sound association for ear: (ēr) fear, (âr) wear, (ûr) earth

2.5.3.3.4 Know letter-sound associaton for ar: (är) car, (âr) care

2.5.3.3.5 Know letter-sound association for "air": (âr) air, chair

2.5.3.4 Diphthongs

2.5.3.4.1 Know letter-sound association of "ou and ow" as in out and cow

2.5.3.4.2 Know letter-sound association for "oi and oy" as in boil and boy

2.5.3.5 Other

2.5.3.5.1 Know letter-sound association for "y and w" when they take place of vowels: e.g., down, my, day, baby, low

2.5.3.5.2 Know letter-sound association for "oo": e.g., zo͞o, lo͝ok

2.5.3.5.3 Know letter-sound association for "a" following "w": e.g., (o) wäs, (o) wăg

2.5.3.5.4 Know letter-sound association of "ew": e.g., (o͞o) grew, (ū) few

2.5.3.5.5 Know letter-sound association for "u" (ú) as in put and full

2.5.3.5.6 Know letter-sound association for "ea" as in head (ĕ), read (ē)

2.5.4 Sound-spelling irregularities

2.5.4.1 "ā" sound spelling

2.5.4.1.1 Know "ā" sound of ay (day)

2.5.4.1.2 Know "ā" sound of ey (they)

2.5.4.1.3 Know "ā" sound of eigh (eight)

2.5.4.2 "ī" sound spelling

2.5.4.2.1 Know "ī" sound of eye (eye)

2.5.4.2.2 Know "ī" sound of ye (bye)

2.5.4.2.3 Know "ī" sound of uy (buy)

2.5.4.2.4 Know "ī" sound of igh (night)

2.5.4.3 "ô" sound spellings

2.5.4.3.1 Know "ô" sound of au (because)

2.5.4.3.2 Know "ô" sound of aw (saw)

2.5.4.3.3 Know "ô" sound of al, alt, all, alk: e.g., also, tall, walk, salt

2.5.4.3.4 Know "ô" sound of "o" (when followed by two consonants): i.e., song, soft

2.5.4.4 Sounds of "ed"

2.5.4.4.1 Know "t" sound of ed (looked) (when added to voiceless consonants except t)

2.5.4.4.2 Know "d" sound of ed (pinned, sawed) when added to voiced consonant except d or vowel sound)

2.5.4.4.3 Know "ed" or "id" sound of ed (sanded, panted) (when added to words ending in d or t)

2.5.4.5 Sounds of "es"

2.5.4.5.1 Know "ez" or "iz" sound of es: e.g., boxes, dishes, (when added to word ending in hissing sound)

2.5.4.5.2 Know "s" sound of es: e.g., likes, ropes (when added to word ending with voiceless consonant sound)

2.5.4.5.3 Know "z" sound of es: e.g., cries, rides (when added to word ending with voiced consonant sound or vowel sound)

2.6 Dictionary skills

2.6.1 Recognize letters

2.6.2 Know the alphabet in consecutive order

2.6.3 Locate letters in alphabet with relation to each other

2.6.4 Observe alphabetical arrangement of entries in a picture dictionary
2.6.5 Locate entries in a picture dictionary by first letter
2.6.6 Know that the dictionary is a source of information
2.6.7 Arrange words alphabetically, beginning with same and different letters
2.6.8 Find words beginning with certain letters in any alphabetical arrangement
2.6.9 Know that the dictionary is built on alphabetical order by first, second, and third letters

3.0 VOCABULARY DEVELOPMENT

3.1 Basic sight words
3.1.1 Know Dolch list of first grade words by sight
3.1.2 Know additional words on selected lists of first grade words: e.g., Fry and Bucks county list
3.2 Know common antonyms: e.g., big, little
3.3 Know common synonyms: e.g., small, little
3.4 Know common homophones: e.g., to, too, two
3.5 Know common homographs: e.g., rĕad, rēad
3.6 Demonstrate ability to associate meaning with words
3.7 Know words that have been introduced in texts
3.8 Signal words
3.8.1 Identify signal words: i.e., who, what, where, why, how, when
3.8.2 Demonstrate an understanding of these words as signal (key) words
3.9 Know color and number words
3.10 Know days of week, months, and holidays
3.11 Know words in his address
3.12 Know words with multiple meanings: e.g., fair, period

4.0 USING READING SKILLS

4.1 Silent reading
4.1.1 Read without vocalization (lip movements or whispering)
4.1.2 Read without head movements
4.1.3 Read at a speed appropriate to the material
4.1.4 Read for a purpose
4.2 Oral reading (following silent reading)
4.2.1 Use correct pronunciation
4.2.2 Use proper enunciation, especially word endings
4.2.3 Use correct phrasing for smooth reading
4.2.4 Use proper voice intonation, pauses, and stress to project meaning (mood or emotion)
4.2.5 Read with reasonable fluency and volume
4.2.6 Observe capitalization and simple punctuation marks (period, comma, question mark, exclamation marks, and quotation marks) for effect and proper expression
4.2.7 Keep the eye ahead of the voice
4.2.8 Handle book appropriately, proper distance from eyes and at a ninety-degree angle
4.2.9 Demonstrate ability to read orally for a purpose
4.2.10 Read without repetition and omissions
4.2.11 Read confidently with ease and poise
4.3 Read without pointing

5.0 COMPREHENSION

5.1 Learning to interpret thought units of increasing size
5.1.1 The phrase
5.1.1.1 Find phrases in sentences
5.1.1.2 Interpret phrases
5.1.1.3 Identify descriptive phrases
5.1.1.4 Construct phrases
5.1.1.5 Apply comprehension skills (listed below) to phrase reading
5.1.1.6 Classify phrases as when, where, what
5.1.2 The sentence
5.1.2.1 Identify sentences (asking and telling)
5.1.2.2 Construct sentences (asking and telling)
5.1.2.3 Interpret sentences
5.1.2.4 Identify antecedents of pronouns
5.1.2.5 Find relevant sentences
5.1.2.6 Find irrelevant sentences
5.1.2.7 Supply words that complete sentences
5.1.2.8 Identify punctuation marks (period, comma, question mark, quotation mark, exclamation point)
5.1.2.9 Use punctuation marks as clue to meaning
5.1.2.10 Demonstrate ability to use "a", "as", "and" as connectors

5.1.2.11 Demonstrate understanding of use of capital letters in names, titles, and beginning of sentences
5.1.2.12 Identify action words as past or present
5.1.2.13 Recognize "will" as clue to future
5.1.2.14 Demonstrate use of nouns and verbs in basic sentence pattern
5.1.2.15 Apply comprehension skills (listed below) to sentence reading

5.1.3 The paragraph
5.1.3.1 Identify paragraph
5.1.3.2 Demonstrate understanding that a paragraph is made up of related sentences
5.1.3.3 Apply comprehension skills (listed below) to paragraph reading

5.2 Learning to read for specific purpose

5.2.1 Main idea
5.2.1.1 Find main idea of picture
5.2.1.2 Find main idea of phrase
5.2.1.3 Find main idea of sentence
5.2.1.4 Find main idea of paragraph
5.2.1.5 Find main idea of story
5.2.1.6 Select title which best fits the story

5.2.2 Locate answers to specific questions

5.2.3 Details
5.2.3.1 Recall picture details
5.2.3.2 Recall story details
5.2.3.3 Interpret story details
5.2.3.4 Find details that relate to main idea

5.2.4 Sequence of events
5.2.4.1 Recognize sequence
5.2.4.2 Arrange pictures in sequence
5.2.4.3 Organize ideas in sequence
5.2.4.4 Arrange sentences in a story in proper sequence

5.2.5 Predict outcomes in stories, pictures, books

5.2.6 Demonstrate ability to follow written directions

5.2.7 Evaluating and criticizing what is read
5.2.7.1 Discriminate between fact and fantasy (sense and nonsense)
5.2.7.2 Make inferences (from facts and implied meaning)
5.2.7.3 Demonstrate an understanding of relationships: e.g., cause-effect, time, place
5.2.7.4 Draw conclusions
5.2.7.5 Make generalizations
5.2.7.6 Detect figurative language
5.2.7.7 Evaluate character traits
5.2.7.8 Evaluate story details
5.2.7.9 Note story "moral"

5.2.8 Remembering what one reads
5.2.8.1 Recall details (facts)
5.2.8.2 Recall main idea

5.2.9 Demonstrate ability to form sensory images

5.2.10 Make comparison of story characters

5.2.11 Interpret feelings of characters

6.0 FUNCTIONAL READING

6.1 Locating information
6.1.1 Display ability to use table of contents
6.1.2 Locate words in picture dictionary
6.1.3 Develop awareness of book parts
6.1.4 Locate specific pages in a book
6.1.5 Locate books (or stories) about specific topics: e.g., holidays
6.1.6 Locate collateral materials: e.g., magazine pictures

6.2 Reading in content area

6.2.1 Math
6.2.1.1 Understand vocabulary and symbols specifically related to math
6.2.1.2 Distinguish question from information part
6.2.1.3 Follow directions
6.2.1.4 Distinguish between relevant and irrelevant facts
6.2.1.5 Demonstrate ability to visualize problems
6.2.1.6 Relate one phrase to another
6.2.1.7 Translate work statement into a computation
6.2.1.8 Follow a sequence of operations

6.2.2 Science, social studies, and literature
6.2.2.1 Know vocabulary for specific subject area
6.2.2.2 Demonstrate ability to visualize
6.2.2.3 Read for main idea
6.2.2.4 Read to locate information

6.2.2.5 Note details
6.2.2.6 Demonstrate an understanding of key concepts especially related to science: e.g., space, living things, time
6.2.2.7 Demonstrate an understanding of key concepts especially related to social studies: e.g., climate, place relationships
6.2.2.8 Recognize a map as a picture or likeness of the earth or part of the earth
6.2.2.9 Recognize different types of material in literature books: e.g., poems, stories, dramatizations

6.2.3 Other
6.2.3.1 Demonstrate ability to read common traffic and safety signs
6.2.3.2 Demonstrate ability to read posters, labels, and rules related to class studies and activities

7.0 RECREATIONAL READING

7.1 Development of interest in reading
7.1.1 Enjoyment of reading as a voluntary leisure time activity
7.1.1.1 Demonstrate enjoyment in reading
7.1.1.2 Share contents of books read
7.1.1.3 Read voluntarily and frequently
7.1.2 Skill in selecting appropriate reading material by oneself
7.1.2.1 Select books on reading level
7.1.2.2 Select books appropriate to interest
7.2 Improvement and refinement of reading interests
7.2.1 Development of more varied reading interests
7.2.1.1 Read stories of various types
7.2.1.2 Read stories that relate to new experiences
7.2.2 Achievement of personal development through reading
7.2.2.1 Demonstrate the effects that reading has on the development of morals and values
7.2.2.2 Demonstrate that the ability to read satisfies essential needs such as self-esteem, esteem of others, and security

8.0 APPRECIATION

8.1 Appreciation of type
8.1.1 Display enjoyment of certain types: e.g., stories, poems, fables
8.1.2 Display enjoyment of certain kinds of stories: e.g., suspenseful, humorous
8.1.3 Display an interest in certain subjects: e.g., animals, astronauts
8.2 Appreciation of style
8.2.1 Show interest in style of writing: e.g., Dr. Seuss Books
8.2.2 Display enjoyment of style related to certain location or period of history: e.g., manner of speech
8.3 Appreciation of quality
8.3.1 Display sensitivity to stories that teach morals or truths: e.g., fables
8.3.2 Show an interest in factual or informative: e.g., the I Want to Be Books
8.3.3 Display an interest in true stories: e.g., "The Story of George Washington"

READING

LEVEL II (GRADE TWO)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 LEVEL TWO READING READINESS

- 1.1 Oral language
  - 1.1.1 Give a brief book review
  - 1.1.2 Give oral directions for games
  - 1.1.3 Interpret feelings of characters by oral reading
  - 1.1.4 Read character dialogue in plays
  - 1.1.5 Develop eye-voice span in oral reading
- 1.2 Sensory images
  - 1.2.1 Discriminate between visual images
  - 1.2.2 Discriminate between auditory images
  - 1.2.3 Trace kinesthetic forms

2.0 WORD ANALYSIS

- 2.1 Apply ability to use word configuration as clue in word analysis
- 2.2 Demonstrate ability to use picture clues
- 2.3 Context clues
  - 2.3.1 Use a word that fits the meaning in a sentence
  - 2.3.2 Use a word that makes sense in the situation
- 2.4 Structural analysis
  - 2.4.1 Compound words
    - 2.4.1.1 Identify compound words made up of familiar root words
    - 2.4.1.2 Know that compound words may have new meaning
  - 2.4.2 Inflectional endings
    - 2.4.2.1 Endings with no change
      - 2.4.2.1.1 Add s as plural form of noun
      - 2.4.2.1.2 Add ed to verbs to show past tense
      - 2.4.2.1.3 Add 's to show possession
      - 2.4.2.1.4 Add es to verbs and nouns which end in ch, sh, x, and o instead of s
      - 2.4.2.1.5 Add er to word used to compare two things and est to word used to compare three or more
      - 2.4.2.1.6 Locate the root word in words ending in ing
    - 2.4.2.2 Endings with changes in root word
      - 2.4.2.2.1 Double consonant before adding ed or ing if the word ends in a single consonant (preceded by a vowel)
      - 2.4.2.2.2 Drop the final e on words before adding ing if the final e is silent
      - 2.4.2.2.3 Form plurals to words that end in y preceded by a consonant by changing y to i and adding es
      - 2.4.2.2.4 Form plurals to words that end in f to v before adding es
      - 2.4.2.2.5 Write root words from which the inflected form was made
  - 2.4.3 Prefix
    - 2.4.3.1 Draw vertical line between prefix and root word
    - 2.4.3.2 Define meaning of un as "not"
    - 2.4.3.3 Define meaning of re as "to do again"
    - 2.4.3.4 Define meaning of dis as "not"
  - 2.4.4 Demonstrate ability to recognize common root words
  - 2.4.5 Suffix
    - 2.4.5.1 Underline the suffix in each word
    - 2.4.5.2 Establish meaning of y as "inclined to" or "like"
    - 2.4.5.3 Establish meaning of er "one who"
    - 2.4.5.4 Establish meaning of ness as "quality of being"
    - 2.4.5.5 Establish meaning of ful as "full of"
    - 2.4.5.6 Establish meaning of less as "without" and "degree of"
    - 2.4.5.7 Add ly, ent, ment, tion, ward, and en to root words to change usage
  - 2.4.6 Contractions
    - 2.4.6.1 Know that 'll, n't, 'm and 's stand for will, not, am, and is respectively
    - 2.4.6.2 Substitute 've for "have"
    - 2.4.6.3 Substitute 'd for "would"
  - 2.4.7 Syllables
    - 2.4.7.1 Clap syllabic divisions in multi-syllable words
    - 2.4.7.2 Separate the prefix syllable from the root word by drawing a circle around it
    - 2.4.7.3 Divide the suffix syllable and the root word by underlining the suffix
    - 2.4.7.4 Divide words between the two consonant letters if the consonant letters are located between two vowel letters
    - 2.4.7.5 Divide words that have a single consonant letter coming between vowel letters which are open syllables

2.4.7.6 Divide words that have a single consonant letter coming between vowel letters which are closed syllables

2.4.8 Accent
- 2.4.8.1 Define the term accent
- 2.4.8.2 Tap on the syllable which is heard the strongest in a multi-syllable word
- 2.4.8.3 Place accent on root word rather than prefix and/or suffix

2.5 Phonics

2.5.1 Single consonants
- 2.5.1.1 Know letter-sound associations for consonants that have one "regular" sound which is generally consistent
- 2.5.1.2 Know letter-sound associations for consonants that have more than one regular sound
- 2.5.1.3 Know letter-sound associations that are sometimes heard such as the sound "v" in the word "of" or the sound "z" in the word "xerox"

2.5.2 Consonant blends
- 2.5.2.1 Know the sound-letter associations for "r", "l", and "s" family of blends
- 2.5.2.2 Locate blends, gl, sp, squ, tw, dw, scr, spl, spr, str, thr, in initial positions
- 2.5.2.3 Pronounce words with initial blends gl, sp, squ, tw, dw, scr, spl, spr, str, thr
- 2.5.2.4 Locate blends sp, nk, rd, ld, ft, pt, lt, mp, lf, sk
- 2.5.2.5 Pronounce words with final blends sp, nk, rd, ld, ft, pt, lt, mp, lf, sk

2.5.3 Consonant digraphs
- 2.5.3.1 Exhibit skill in associating sounds with consonant digraphs such as: sh, ch, wh, th, and qu
- 2.5.3.2 Know sound-letter association for digraphs not found in initial position such as: ng (sing), ck (chick), nk (ink)
- 2.5.3.3 Recognize that the digraphs gh, ph, qu take on these different letter sounds respectively f, f, kw
- 2.5.3.4 Recognize that the digraphs wr (r), gn (n), gh (g), kn (n), and mb (m) stand for only one letter sound
- 2.5.3.5 Recognize the digraph gh

2.5.4 Short vowel sounds
- 2.5.4.1 Know letter-sound association for single vowel (medial or initial position) in a one syllable word: e.g., ran, it
- 2.5.4.2 Know letter-sound association for single vowel in closed syllable that is accented: e.g., candy
- 2.5.4.3 Know letter-sound association for final "y" in unaccented position: baby
- 2.5.4.4 Know common letter-sound association for all vowels in unaccented position: e.g., schwa sound in ago
- 2.5.4.5 Know letter-sound association for "a" (u) when used as a word in a sentence
- 2.5.4.6 Know letter-sound association for "e" (u) in the word "the" in oral reading or conversation
- 2.5.4.7 Know letter-sound association for vowels before "dge": e.g., bridge, badge
- 2.5.4.8 Make the short vowel sound in short words or in accented syllables, if the only vowel letter is in the initial or medial position
- 2.5.4.9 Substitute the short sound of i for y in two syllable words that end in y

2.5.5 Long vowel sounds
- 2.5.5.1 Know common letter-sound association for two or more vowels in a one syllable word (first is long and rest are silent: e.g., ride, eat, pail, ate
- 2.5.5.2 Know common letter-sound association for two or more vowels in accented syllable of longer words (first is long and rest are silent): e.g., asleep, inside, nearly
- 2.5.5.3 Know letter-sound association for single vowel at end of one syllable word: i.e., no, my
- 2.5.5.4 Know letter-sound association for "i" before ld, mb, nd: i.e., find, child
- 2.5.5.5 Know letter-sound association for "o" before ld: e.g., old, cold
- 2.5.5.6 Pronounce the long vowel sound in a word or syllable containing two vowel letters, one of which is final e in which the two vowels are separated by a single consonant
- 2.5.5.7 Give, usually, a long vowel sound to the first vowel in one syllable words containing two vowel letters in sequence
- 2.5.5.8 Say the long vowel sound in open ended words and syllables
- 2.5.5.9 Make the long vowel sound of o and i when followed by ld
- 2.5.5.10 Make the long vowel sound of i when followed by gh
- 2.5.5.11 Substitute the long i sound for y in open ended one syllable words
- 2.5.5.12 Substitute the long e for y in two syllable words ending in y

2.5.6 Controlled vowels
2.5.6.1 Assign proper vowel sounds to graphemes er, ir, and ur within printed words
2.5.6.2 Recognize that vowels are influenced when followed by r, w, and l
2.5.7 Diphthongs
2.5.7.1 Define the term diphthong
2.5.7.2 List y and w as vowels in diphthongs
2.5.7.3 Make the first vowel long and the second silent in these diphthongs: ee, ea, and ow
2.5.7.4 Make a blended sound for these diphthongs, oi, oy, aw, and ow
2.5.7.5 Give a different letter sound for these diphthongs: ew, ue, and oo

2.6 Dictionary
2.6.1 Arrange letters and words to the third letter in alphabetical order
2.6.2 Practice opening dictionary by sequence of the alphabet to the approximate place by dividing both alphabet and dictionary into halves
2.6.3 Mark accents on multi-syllable words
2.6.4 Select appropriate meaning for word used in context

3.0 SIGHT VOCABULARY

3.1 Recognize selected words instantly
3.2 Visualize selected words as wholes excluding phonetic analysis
3.3 Pronounce sight vocabulary words from word list such as: Dolch, Kucera Francis and/or Fry

4.0 USE OF READING SKILLS

4.1 Read silently
4.1.1 Adjust rate to purpose
4.1.2 Increase fluency in phrase reading

4.2 Read orally
4.2.1 Project meaning, mood, and emotion through intonation
4.2.2 Adjust rate and volume to the action of the story
4.2.3 Dramatize the story
4.2.4 Improve voice tone, enunciation, and expression
4.2.5 Read so that others may enjoy listening

5.0 COMPREHENSION

5.1 Demonstrating extensive vocabulary
5.1.1 Recognize synonyms and antonyms
5.1.2 Understand multiple meanings of
5.1.3 Understand selected homophones and homographs
5.1.4 Develop sensory imagery

5.2 Interpreting through units of increasing size
5.2.1 Find phrases, sentences, and paragraphs that answer questions
5.2.2 Relate phrases, sentences, and paragraphs to illustrations
5.2.3 Understand selected idiomatic expressions and figurative language
5.2.4 Interpret illustrative materials such as maps, globes, graphs, tables, and pictures

5.3 Reading for specific purposes
5.3.1 The main idea
5.3.1.1 Distinguish between main idea and details
5.3.1.2 Differentiate between topics and subtopics
5.3.2 Locating answers to specific questions
5.3.2.1 Use table of contents
5.3.2.2 Use titles and page numbers
5.3.3 Note or recall details
5.3.4 Grasp the sequence of events
5.3.5 Anticipating outcome
5.3.5.1 Draw inferences and conclusions
5.3.5.2 Make generalization
5.3.6 Follow directions
5.3.7 Grasp the author's plan and intent
5.3.8 Evaluating what one reads
5.3.8.1 Distinguish fact from opinion
5.3.8.2 Distinguish fact from fiction
5.3.8.3 Recognize qualifying words
5.3.8.4 Interpret feelings of characters
5.3.8.5 Analyze setting, tone, time, and mood
5.3.8.6 Understand writer's point of view
5.3.8.7 Understand cause and effect
5.3.8.8 Make comparisons and contrasts

5.3.9 Coordinating rate of reading with comprehension
5.3.9.1 Increase reading rate for recreational reading
5.3.9.2 Adjust reading rate for instructional reading, depending upon purpose

6.0 FUNCTIONAL READING

6.1 Locate information using library resources
6.2 Functional comprehension skills
6.2.1 Identify specialized vocabularies
6.2.2 Apply comprehension skills in context areas
6.3 Classifying and/or organizing reading materials
6.3.1 Develop skills for outlining
6.3.2 Develop skills for note taking
6.3.3 Increase skills in summarizing
6.4 Retaining facts found in reading materials
6.4.1 Survey material to be read
6.4.2 Establish a purpose for reading
6.4.3 Read to find answers
6.4.4 Recite answers to questions
6.4.5 Review to summarize details

7.0 RECREATIONAL READING

7.1 Developing interest in reading
7.1.1 Practice reading as a voluntary leisure time activity
7.1.2 Exercise skill in selecting appropriate reading matter
7.2 Enlarge more varied reading interests
7.3 Advance to more mature reading interest levels
7.4 Improve self-concept through reading

8.0 APPRECIATION OF READING

8.1 Illustrate stories read
8.2 Tell story orally that has been read previously
8.3 Possess personal copies of several favorite books

READING

LEVEL III (GRADE THREE)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 READING READINESS SKILLS

- 1.1 Demonstrate ability to perform oral language skills necessary to continue reading development at the third grade level
- 1.2 Demonstrate ability to perform visual discrimination and memory skills necessary to continue reading development at the third grade level
- 1.3 Demonstrate the ability to perform auditory discrimination and memory skills necessary to continue reading development at the third grade level
- 1.4 Demonstrate ability to perform visual-motor and kinesthetic skills necessary to continue reading development at the third grade level
- 1.5 Demonstrate skills of conceptual development in relation to background experiences needed to continue reading development at the third grade level

2.0 WORD ANALYSIS

- 2.1 Demonstrate ability to use word configuration as a clue in word recognition
- 2.2 Demonstrate ability to use picture clues
- 2.3 Demonstrate ability to use context clues
- 2.4 Structural analysis
  - 2.4.1 Compound words
    - 2.4.1.1 Recognizes root words
    - 2.4.1.2 Knows that compound words may have new meanings
  - 2.4.2 Inflectional endings (s, es, 's, ed, ing, est, and er of comparison)
    - 2.4.2.1 Understands there is no change in root in some words
    - 2.4.2.2 Drops silent e before adding an ending beginning with a vowel
    - 2.4.2.3 Doubles first consonant when a single consonant is preceded by a single vowel
    - 2.4.2.4 Changes y to i when y is preceded by a consonant
  - 2.4.3 Prefixes (un, dis, im, a, re, under, in, pre, ex, sub, mis, super, hydro, fore, mini, maxi, tele, de, be, tri, bi, com, and con)
    - 2.4.3.1 Understands that all prefixes have meaning
    - 2.4.3.2 Detects prefixes change meaning
    - 2.4.3.3 Understands that prefixes do not change spelling of the root word
  - 2.4.4 Suffixes (ful, less, ness, ly, ment, ous, ty, tion, er, or, ship, some, teen, th, y, and ward)
    - 2.4.4.1 Understands that all suffixes have meaning
    - 2.4.4.2 Detects that suffixes add meaning to the root word
    - 2.4.4.3 Identifies the root words where no change is made in the spelling
    - 2.4.4.4 Identifies the root words when a change is made in the spelling
  - 2.4.5 Plurals
    - 2.4.5.1 Adds s or es making no change in roots (add es when root ends in s, x, z, ch, sh)
    - 2.4.5.2 Adds s or es and makes changes in roots
    - 2.4.5.3 Changes f or fe to v and adds es
    - 2.4.5.4 Knows that the spelling of some words changes (foot-feet)
    - 2.4.5.5 Knows that some words make no change (deer, sheep)
  - 2.4.6 Contractions
    - 2.4.6.1 Know that a contraction is a short way of writing two words together
    - 2.4.6.2 Demonstrate recognition of contractions introduced in texts
    - 2.4.6.3 Demonstrate understanding that contractions may be substituted for original words
    - 2.4.6.4 Demonstrate ability to recognize contractions as words based on natural speech patterns
    - 2.4.6.5 Know that "n't," "'s," "'ll" stand for not, is and will
    - 2.4.6.6 Substitute 've for "have"
    - 2.4.6.7 Substitute 'd for "would"
  - 2.4.7 Syllables
    - 2.4.7.1 Recognizes syllables as pronunciation units
    - 2.4.7.2 Patterns of syllabication
      - 2.4.7.2.1 Divides between compound words (cow/boy)
      - 2.4.7.2.2 Divides prefix and suffix as a separate syllable (un/tie, care/ful)
      - 2.4.7.2.3 Divides between two like consonants (rab/bit)
      - 2.4.7.2.4 Knows to divide between two consonants unless they are a blend or digraph (can/dy, broth/er)
      - 2.4.7.2.5 Knows that a consonant plus le at the end forms the last syllable (ta/ble) (exception-ck: pick/le)
      - 2.4.7.2.6 Knows to divide either before or after a single vowel, depending on the sound of the vowel--open syllable: long vowel (if the first vowel is long divide after the vowel (ti/ger) closed syllable: short vowel (if the first vowel is short divide after the consonants (cab/in)

2.4.7.3 Demonstrates knowledge of syllabication when dividing words at end of line

2.4.8 Accent
- 2.4.8.1 Knows that single syllable words are accented
- 2.4.8.2 Knows that both syllables in most compound words have accents
- 2.4.8.3 Knows that multi-syllable words usually contain one stressed syllable
- 2.4.8.4 Knows that where the accent is placed will change the meaning and pronunciation of the word (re cord', rec'ord)

2.5 Phonics
- 2.5.1 Utilize concepts of consonants to a degree of proficiency
- 2.5.2 Utilize concepts of vowels to a degree of proficiency

2.6 Dictionary
- 2.6.1 Alphabetizes list of words up to 4th letter beginning with same letters
- 2.6.2 Understands the general structure and purpose of the dictionary
- 2.6.3 Understands and applies the use of guide words
- 2.6.4 Entry words
  - 2.6.4.1 Refers to entry word for correct spelling
  - 2.6.4.2 Refers to entry word for syllable division
  - 2.6.4.3 Understands root words are listed in root forms
  - 2.6.4.4 Understands the hyphen when used with prefixes and suffixes
- 2.6.5 Applies the use of the pronunciation key
- 2.6.6 Selects appropriate definitions
- 2.6.7 Uses dictionary illustrations

3.0 Knows sight vocabulary on basic lists, such as: Dolch list, Kucera-Francis list, and list from basal series being used

4.0 USING READING SKILLS

4.1 Silent reading
- 4.1.1 Demonstrates ability to use reading skills associated with silent reading previously acquired in lower grades proficiently enough to continue development at the third grade level
- 4.1.2 Increases speed and accuracy

4.2 Oral reading
- 4.2.1 Reads aloud to answer a question or prove a point
- 4.2.2 Reads to an audience with expression--using pauses, intonations, and inflections
- 4.2.3 Reads conversational parts of the characters in the selection as if persons were speaking
- 4.2.4 Demonstrates the effectiveness of eye contact with audience
- 4.2.5 Participates in choral reading

5.0 COMPREHENSION

5.1 Word meaning
- 5.1.1 Understands multiple meanings of words
- 5.1.2 Understands functions of words
- 5.1.3 Understands new words in context
- 5.1.4 Recognizes synonyms and antonyms
- 5.1.5 Understands homophones, homonyms, and homographs
- 5.1.6 Develops sensory imagery

5.2 Main ideas and details
- 5.2.1 States the main idea of a selection or paragraph
- 5.2.2 Distinguishes between main ideas and details
- 5.2.3 Recalls details
- 5.2.4 Finds supporting details
- 5.2.5 Recognizes and understands topics and subtopics

5.3 Phrase and sentence meaning
- 5.3.1 Locates sentences that answer questions
- 5.3.2 Recognizes the same idea stated in different words
- 5.3.3 Understands idiomatic expressions and figurative language

5.4 Sentence patterns
- 5.4.1 Understands punctuation
- 5.4.2 Notes rhythm and word order

5.5 Perceiving relationships
- 5.5.1 Makes comparisons and contrasts
- 5.5.2 Understands size, time, and place relationships
- 5.5.3 Understands cause and effect relationships
- 5.5.4 Recognizes and recalls sequence of events
- 5.5.5 Classifies and catagorizes events

5.6 Critical thinking
- 5.6.1 Draws inferences, makes conclusions, and generalizations
- 5.6.2 Makes judgments
- 5.6.3 Notes setting, tone, and mood
- 5.6.4 Interprets feelings of characters
- 5.6.5 Distinguishes fact from opinion
- 5.6.6 Distinguishes fact from fiction
- 5.6.7 Anticipates outcomes
- 5.6.8 Understands author's point of view
- 5.6.9 Distinguishes between relevant and irrelevant

5.7 Demonstrates creative thinking and shares with class

6.0 STUDY SKILLS

6.1 Locating information
- 6.1.1 Uses book aids such as--title page, table of contents, glossary, and index
- 6.1.2 Uses card catalog
- 6.1.3 Uses encyclopedia
- 6.1.4 Uses other reference materials

6.2 Specialized reading skills needed in other subject areas (science, math, social studies, health, etc.)
- 6.2.1 Learns specialized vocabulary in other subject areas
- 6.2.2 Interprets maps, graphs, charts, globes, etc.

6.3 Learning to organize and record
- 6.3.1 Makes simple outlines
- 6.3.2 Skims or scans to locate information
- 6.3.3 Makes short summaries

7.0 LISTENING SKILLS

7.1 Listens to enjoy prose and poetry as teacher reads to class
7.2 Listens to follow directions
7.3 Listens to improve auditory perception
7.4 Listens to recall information
7.5 Listens to gain knowledge
7.6 Uses audiovisual materials for enjoyment and gaining knowledge

8.0 APPRECIATION OF READING

8.1 Develops interest in reading
8.2 Uses leisure time for enjoyment of reading
8.3 Shares what he has read with other students through the use of book reviews, illustrations, puppets, dioramas, dramatizations, role-playing, etc.
8.4 Selects a variety of reading materials
8.5 Achieves personal development through reading

READING

LEVEL IV (GRADE FOUR)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 WORD ANALYSIS

- 1.1 Phonetic analysis
  - 1.1.1 Demonstrate ability to utilize skills associated with phonetic analysis acquired in the primary grades
  - 1.1.2 Recall consonants (initial, middle, final), vowels (long, short), consonant blends (two letter and three letter), digraphs (ee, ea, ai, oa, ei), and dipthongs (ou, ow, oi, oy)
  - 1.1.3 Recall phonograms (word families)
  - 1.1.4 Recall irregular vowel combinations (illustration, a before l or w)
  - 1.1.5 Recall letter r controlling vowel sounds
  - 1.1.6 Recall differences between closed syllables and open syllables
- 1.2 Structural analysis
  - 1.2.1 Demonstrate ability to utilize skills associated with structural analysis acquired in the primary grades
  - 1.2.2 Recognize compound words
  - 1.2.3 Recognize contractions
  - 1.2.4 Recognize root words (base words)
  - 1.2.5 Recognize meaning and function of prefixes and suffixes
  - 1.2.6 Know how to form plurals
  - 1.2.7 Recognize possessive forms
  - 1.2.8 Principles of syllabication
    - 1.2.8.1 Identify number of syllables in a word
    - 1.2.8.2 Distinguish between open and closed syllables
    - 1.2.8.3 Identify schwa sound in unstressed syllables
    - 1.2.8.4 Recognize a syllabic unit as a pronunciation unit
  - 1.2.9 Apply the ability to hyphenate words
  - 1.2.10 Identify eight parts of speech

2.0 COMPREHENSION

- 2.1 Vocabulary
  - 2.1.1 New words in a given story (refer to adopted reading program)
    - 2.1.1.1 Match words in a given story to content
    - 2.1.1.2 Match words with multiple meanings to context appropriate to each meaning
    - 2.1.1.3 Match new words or sentences containing new words to an illustration
    - 2.1.1.4 Match spoken and written forms of new words
    - 2.1.1.5 Classify new words into categories (synonyms, antonyms, homonyms)
    - 2.1.1.6 Recognize homographs (same spelling but different sounds and meaning) in context
    - 2.1.1.7 Describe the background and/or meanings of selected words
- 2.2 Semantics
  - 2.2.1 Identify homographs, homophones (sound alike, different spelling, different meaning) antonyms, synonyms, and homonyms
  - 2.2.2 Recognize context clues as keys to meaning
- 2.3 Recognize punctuation marks as clues to correct oral and silent reading
- 2.4 Critical reading
  - 2.4.1 New reading materials (refer to adopted reading program)
    - 2.4.1.1 Understand pictures, maps, and diagrams
    - 2.4.1.2 Understand new vocabulary
    - 2.4.1.3 Understand purpose for reading
  - 2.4.2 Answer questions derived from materials read
  - 2.4.3 Interpret main ideas of materials read by titling a story, rephrasing story parts, or supplying key words in sentences
  - 2.4.4 Perceive difference between fact and opinion
  - 2.4.5 Factual details
    - 2.4.5.1 Match characters with stories
    - 2.4.5.2 Skim for relevant details
  - 2.4.6 Organize events in sequence
  - 2.4.7 Draw conclusions from reading materials
  - 2.4.8 Predict outcome of stories
  - 2.4.9 Make inferences from information obtained by reading
- 2.5 Rhetoric and literary skills
  - 2.5.1 Recognize fiction, nonfiction, and biography
  - 2.5.2 Recognize setting, characterization, plot, and genre (fiction and nonfiction)
  - 2.5.3 Relate reading to personal experiences
  - 2.5.4 Recognize problem, climax, and resolution of the plot
  - 2.5.5 Recognize words that demonstrate use of metaphor (things of comparison), onomatopoeia (sounds written in different languages), rhythm, alliteration, idiomatic language, and simile (comparing using like and as)

3.0 STUDY SKILLS

- 3.1 Locating information
  - 3.1.1 Recall alphabetical order
  - 3.1.2 Recall use of table of contents
  - 3.1.3 Recall use of charts, pictures, maps, timelines, and diagrams
  - 3.1.4 Recall use of index
  - 3.1.5 Recall use of subtitles
  - 3.1.6 Recall use of skimming or rereading for specific information (slow, normal, rapid reading rate)
  - 3.1.7 Recall ability to follow directions
- 3.2 Library skills
  - 3.2.1 Use of dictionary and glossary
    - 3.2.1.1 Recognize difference between dictionary and glossary
    - 3.2.1.2 Understand position of letters in words for alphabetizing (first, second, third)
    - 3.2.1.3 Use guide words to locate words on a page
    - 3.2.1.4 Understand that words are listed by root form
    - 3.2.1.5 Use dictionary to find the correct spelling of word
    - 3.2.1.6 Diacritical markings
      - 3.2.1.6.1 Understand use of diacritical markings and key words as aids in pronunciation
      - 3.2.1.6.2 Apply meaning and use of accent
      - 3.2.1.6.3 Apply phonetic spelling for pronunciation
      - 3.2.1.6.4 Apply use of syllabication
    - 3.2.1.7 Recognize that words have more than one meaning
    - 3.2.1.8 Identify best suited meaning for context
    - 3.2.1.9 Determine the correct use of homonyms, antonyms, and synonyms
  - 3.2.2 Locating information in the encyclopedia
    - 3.2.2.1 Understand arrangement of entries
    - 3.2.2.2 Apply cross reference skills
  - 3.2.3 Arrangement of library
    - 3.2.3.1 Use the card catalog (author, title, and subject)
    - 3.2.3.2 Use the atlas
- 3.3 Construct an outline (main topic and subtopics)
- 3.4 Locate information in newspapers
- 3.5 Apply SQ3R (Survey, Question, Read, Recite, Recall) techniques as study skills

4.0 SKILLS OF APPRECIATION (to be measured by observation)

- 4.1 Discover works of literature which are poetry, prose, new, old, factual, political, humorous, argumentative, and fictional
- 4.2 Differentiate the manner of speech, period written, rhythm, visual clarity, and words used in selected printed matter
- 4.3 Quality
  - 4.3.1 Recognize true to life situations
  - 4.3.2 Recognize author's purpose
  - 4.3.3 Recognize fundamental honesty
  - 4.3.4 Recognize difference between factual and fictional
- 4.4 Compose original stories, poems, and plays
- 4.5 Illustrate stories and poems
- 4.6 Present oral or written book reports
- 4.7 Read orally or tell a story with expression
- 4.8 Present a dramatization (puppets, plays, pantomine, etc.)

5.0 RECREATIONAL READING (to be measured by observation)

- 5.1 Development of interest in reading
  - 5.1.1 Enjoy reading as a voluntary leisure time activity
  - 5.1.2 Select appropriate reading matter for self
  - 5.1.3 Communicate enthusiasm for books read
  - 5.1.4 Share ideas gained from personal reading
  - 5.1.5 Satisfy interest in reading
- 5.2 Improvement and refinement of reading interest
  - 5.2.1 Develop more varied reading interest
  - 5.2.2 Develop more mature reading interest
  - 5.2.3 Achieve personal development through reading

READING

LEVEL V (GRADE FIVE)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 WORD ANALYSIS

- 1.1 Picture clues
  - 1.1.1 Interpret pictures
  - 1.1.2 Make use of pictures for meaning of material
  - 1.1.3 Employ pictures to portray meaning of action words
- 1.2 Context clues
  - 1.2.1 Detect direct context clues
  - 1.2.2 Detect indirect context clues
  - 1.2.3 Use context information to determine meaning of unfamiliar words
  - 1.2.4 Employ context meaning to recognize compound words
- 1.3 Structural analysis
  - 1.3.1 Compounds
    - 1.3.1.1 Identify parts
    - 1.3.1.2 Identify syllables within parts
    - 1.3.1.3 Illustrate compounds with new meaning
    - 1.3.1.4 Recognize each part of compound as a whole word
    - 1.3.1.5 Illustrate hyphen used in some compounds
    - 1.3.1.6 Show understanding of compound through context
  - 1.3.2 Inflectional endings
    - 1.3.2.1 Identify endings often added to root words
    - 1.3.2.2 Determine added sound in ending
    - 1.3.2.3 Detect that some endings create syllables
  - 1.3.3 Demonstrate words with no change in root
  - 1.3.4 Demonstrate words which change with addition of endings
  - 1.3.5 Prefixes
    - 1.3.5.1 Develop understanding of prefixes (e.g., tele, para, bi, pre, en, auto, fore, and photo)
    - 1.3.5.2 Recognize that a prefix has a vowel
    - 1.3.5.3 Detect that a prefix forms a syllable
    - 1.3.5.4 Illustrate change of meaning of root with prefix added
    - 1.3.5.5 Identify prefixes and root words
    - 1.3.5.6 Recognize that a prefix does not change spelling of root word
    - 1.3.5.7 Recognize that prefix has its own meaning
  - 1.3.6 Root words
    - 1.3.6.1 Identify root words
    - 1.3.6.2 Illustrate endings added to root words
    - 1.3.6.3 Recognize root words, with one or more affixes
    - 1.3.6.4 Recognize roots of other languages
  - 1.3.7 Suffixes
    - 1.3.7.1 Identify suffixes
    - 1.3.7.2 Develop understanding of suffixes (e.g., ible, ion, ation, and ous)
    - 1.3.7.3 Recognize that a suffix may add meaning to root words
    - 1.3.7.4 Recognize that a suffix is usually a separate syllable
    - 1.3.7.5 Recognize that a suffix sometimes has its own meaning
    - 1.3.7.6 Illustrate that suffixes may change the function of root words in a sentence
  - 1.3.8 Contractions
    - 1.3.8.1 Develop meaning of contractions through context
    - 1.3.8.2 Illustrate use of apostrophe to indicate deletion
    - 1.3.8.3 Identify words used in contractions
  - 1.3.9 Syllables
    - 1.3.9.1 Define the term syllable
    - 1.3.9.2 Identify open and closed syllables
    - 1.3.9.3 Recognize vowel sounds in open and closed syllables
    - 1.3.9.4 Make use of syllables as decoding aids
    - 1.3.9.5 Recognize the syllabic generalizations
    - 1.3.9.6 Recognize the exceptions to syllabic generalizations
  - 1.3.10 Accents
    - 1.3.10.1 Differentiate between accented and unaccented syllables
    - 1.3.10.2 Apply vowel rules to accented syllables
    - 1.3.10.3 Detect that in a word of two or more syllables at least one syllable will be accented
- 1.4 Phonics
  - 1.4.1 Consonants
    - 1.4.1.1 Differentiate between consonant clusters and consonant digraphs
    - 1.4.1.2 Illustrate consonants that can represent more than one sound
    - 1.4.1.3 Identify silent consonants
    - 1.4.1.4 Recognize consonant digraphs in initial, medial, and final position
    - 1.4.1.5 Recognize that a digraph may have more than one sound
    - 1.4.1.6 Select digraphs in syllables
    - 1.4.1.7 Show that one consonant sound can be represented by different letters

1.4.2 Vowels
- 1.4.2.1 Recognize that each vowel letter represents many different sounds
- 1.4.2.2 Identify r control on vowels
- 1.4.2.3 Recognize and utilize diacritical markings
- 1.4.2.4 Recognize the schwa sound of a vowel or vowels in unaccented syllables
- 1.4.2.5 Identify the grapheme and phoneme vowel diphthongs
- 1.4.2.6 Vowel digraphs
  - 1.4.2.6.1 Define vowel digraphs
  - 1.4.2.6.2 Indicate the vowel digraphs which are and are not consistent
  - 1.4.2.6.3 Recognize the double o digraph phoneme

1.5 Dictionary
- 1.5.1 Use as tool and source of information
- 1.5.2 Know position of letter sections
- 1.5.3 Make use of guide words to locate material on the page
- 1.5.4 Recognize that words are listed by root form
- 1.5.5 Use to find correct spelling of words
- 1.5.6 Demonstrate the use of diacritical markings and key words as aids in pronunciation
- 1.5.7 Recall the meaning and use of accents
- 1.5.8 Recall the meaning and use of respelling to show pronunciation
- 1.5.9 Recall the meaning and use of syllabication
- 1.5.10 Recognize the definition best suited to the context
- 1.5.11 Use to determine correct use of homonyms
- 1.5.12 Use as key to various meanings of common words
- 1.5.13 Interpret abbreviations
- 1.5.14 Find synonyms and antonyms to clarify meanings
- 1.5.15 Identify related forms, irregular plurals, irregular verb forms
- 1.5.16 Demonstrate use for cross references
- 1.5.17 Utilize special features (table of measure, atlantes, etc.)

2.0 READING SKILLS

2.1 Silent
- 2.1.1 Identify the main ideas of a selection
- 2.1.2 Find answers to specific questions
- 2.1.3 Identify important and unimportant details
- 2.1.4 Recognize directly stated ideas
- 2.1.5 Recognize inference
- 2.1.6 Demonstrate ability to follow directions
- 2.1.7 Practice corresponding speed with materials read
- 2.1.8 Distinguish between cause and effect
- 2.1.9 Recognize sequence of events
- 2.1.10 Practice skimming for various purposes
- 2.1.11 Determine conclusions
- 2.1.12 Make use of silent reading to gain pleasure, understanding, and broader interest

2.2 Oral
- 2.2.1 Employ speed and accuracy in word pronunciation
- 2.2.2 Apply true meaning to words
- 2.2.3 Express words in meaningful phrases
- 2.2.4 Interpret punctuation as a clue to meaning such as: period, comma, dash, colon, semicolon, question mark, exclamation mark, quotation marks, and hyphen
- 2.2.5 Demonstrate ability to keep eye ahead of voice
- 2.2.6 Apply clear, distinct enunciation
- 2.2.7 Flexibility in rate and pitch
  - 2.2.7.1 Employ flexibility in rate and pitch according to selection
  - 2.2.7.2 Use flexibility in rate and pitch according to purpose for reading
- 2.2.8 Proper voice intonation
  - 2.2.8.1 Apply voice to mood of content
  - 2.2.8.2 Apply modulation in voice to create feeling of surprise, doubt, anger, joy, sorrow, and fear
- 2.2.9 Translate to audience meanings and feelings of author
- 2.2.10 Use appropriate facial expressions and body movements
- 2.2.11 Demonstrate poise and self-confidence
- 2.2.12 Interpret sound words (onomatopoeia) to convey actual sound (ding-don-n-n-g)

2.3 Uses of oral reading
- 2.3.1 Oral reading for entertainment of an audience
  - 2.3.1.1 Create dramatic reading
  - 2.3.1.2 Create television or radio version of a story
  - 2.3.1.3 Construct puppetry to portray characters
- 2.3.2 Interpret characterizations
- 2.3.3 Substantiate points of discussion by quoting directly

2.3.4 Figurative and picturesque language
2.3.4.1 Illustrate beauty of words
2.3.4.2 Create illusions of reality
2.3.5 Convey mood, humor, suspense, sensation by spoken word
2.3.6 Use oral reading in study of literature
2.3.7 Recognize rhythm patterns
2.3.8 Make use of choral reading to promote interpretation

3.0 COMPREHENSION

3.1 Acquisition of a rich extensive vocabulary in content areas
3.1.1 Recognize specialized meanings of words
3.1.2 Associate newly decoded words with pictures clues and previous experiences
3.1.3 Detect the right meaning for multi-meaning words
3.1.4 Recognize colloquial speech and expressions
3.1.5 Identify acronyms and their uses (NASA)
3.2 Units of increasing length, paragraph, chapter, story, book
3.2.1 Interpret complex sentences
3.2.2 Find topics, sub-topics, and theme of paragraphs, chapter, and stories
3.2.3 Write the main idea of paragraphs stated or unstated
3.2.4 Use correct form in outlining
3.2.5 Recognize and record order of events in correct sequence
3.2.6 Distinguish cause and effect
3.2.7 Formulate information to compare and contrast
3.2.8 Identify information given and judge validity of information as to whether it is factual, fiction, propaganda, opinion, or general and/or specific
3.2.9 Detect repetition of certain words to convey ideas
3.2.10 Compare a character's interpretation of events and actual story events
3.2.11 Predict plot development
3.2.12 Formulate inferences from factual material
3.2.13 Demonstrate recall of story details
3.2.14 Infer character traits from their behavior and the author's description
3.2.15 Separate the main from the subordinate story problem (conflict)
3.2.16 Evaluate information from newspaper articles for accuracy, adequacy, and biasness
3.2.17 Interpret the meaning and use of personification
3.2.18 Use punctuation to discern meaning
3.3 Read for specific purpose
3.3.1 State and demonstrate ability to follow written directions
3.3.2 State specific answers to questions on reading material
3.3.3 Recognize author's purpose and plan
3.3.4 Interpret cartoons
3.3.5 Develop awareness of hidden meaning

4.0 FUNCTIONAL READING AND STUDY SKILLS

4.1 Book aids
4.1.1 Utilize table of contents
4.1.2 Use index and glossary
4.1.3 Use footnotes and bibliography
4.2 Card catalog
4.2.1 Locate correct file drawer
4.2.2 Find correct file card by author, title, and subject
4.2.3 Locate subject area books and materials
4.3 Encyclopedias
4.3.1 Recognize organization of volumes
4.3.2 Identify topic and subject area arrangement
4.4 Maps, graphs, charts, tables
4.4.1 Read and interpret maps to determine direction, distance, land formation, climate, time zone, and population
4.4.2 Read and interpret graphs to obtain data
4.4.3 Read and interpret charts
4.4.4 Read and interpret tables to obtain data
4.5 Make use of atlantes, almanacs, thesauruses, and textbook references
4.6 Specialized reading skills for content areas
4.6.1 Develop and make use of vocabulary unique to social studies
4.6.2 Identify abstract words such as democracy
4.6.3 Use context clues
4.6.4 Utilize connectives such as and, but, first, next, and then
4.6.5 Utilize typographical devices such as italics and bold face type
4.6.6 Find topic, sub-topic, and details of units
4.6.7 Develop skill in locating information from reference materials
4.6.8 Develop ability to skim for specific information
4.6.9 Demonstrate ability to interpret and utilize maps, graphs, and charts

4.6.10 Organize material from several sources
4.6.11 Recognize time relationships
4.6.12 Technical and unique mathematics vocabulary
4.6.12.1 Detect the change in common word meaning into the specific in math meaning
4.6.12.2 Distinguish between relevant and irrelevant facts
4.6.12.3 Recognize the relationship of phrases in problems
4.6.12.4 Translate work statement into computation
4.6.12.5 Formulate a sequence of operation
4.6.13 Vocabulary with scientific application
4.6.13.1 Develop awareness of root words, prefixes, and suffixes used in scientific terminology
4.6.13.2 Explain and/or write steps of a scientific experiment
4.6.13.3 Find answers to specific questions
4.6.13.4 Evaluate answers to questions
4.6.13.5 Recognize and cite accuracy of experiment
4.6.13.6 Record data

4.7 Organize and record materials read
4.7.1 Develop outlines into main and sub-topics
4.7.2 Note taking
4.7.2.1 Recognize key words in sentences and paragraphs
4.7.2.2 Use heading and sub-headings to organize
4.7.2.3 Examine and eliminate unimportant material
4.7.2.4 Construct notes in phrases
4.7.3 Summarizing
4.7.3.1 Recognize summary paragraphs
4.7.3.2 Recognize summaries in selections
4.7.3.3 Identify key words to summarize main ideas
4.7.3.4 Use sub-headings to summarize details
4.7.3.5 Demonstrate ability to select important facts

5.0 RECREATIONAL READING

5.1 Cultivating an interest in reading
5.1.1 Develop as leisure time activity
5.1.2 Make use of supplementary materials (especially literature)
5.1.3 Develop independent reading related to interests
5.1.4 Illustrate stories with art media
5.1.5 Participate in book clubs
5.1.6 Prepare exhibits, construct dioramas, and maps
5.1.7 Examine artistic creations of other cultures
5.1.8 Present dramatization

5.2 Selecting appropriate material
5.2.1 Utilize material suited to chronological maturity and reading ability
5.2.2 Interpret needs, personal interests, curiosity, pleasure, security, companionship, and humor
5.2.3 Recognize significance of story title

5.3 Refinement of reading interest
5.3.1 Detect author's characters development
5.3.2 Recognize non-verbal language to communicate feelings
5.3.3 Expand horizon in space and time
5.3.4 Recognize that vicarious experiences contribute to personal growth
5.3.5 Develop aesthetic sense of interest
5.3.6 Evaluate other cultures
5.3.7 Develop sensitivity to ethical values
5.3.8 Recognize moral concept

6.0 SKILLS OF APPRECIATION

6.1 Poetry
6.1.1 Recognize form and structure
6.1.2 Recognize limerick, ballad, and lyric ballad
6.1.3 Recognize rhythm and word order
6.1.4 Recognize components of poetry
6.1.5 Recognize different types of poetry
6.1.6 Explain meaning of imagery and figurative language and simple allusions
6.1.7 Recognize onomatopoeia
6.1.8 Differentiate between prose and poetry
6.1.9 Interpret meaning of poetic expression
6.1.10 Recognize similarities and differences in poetic style
6.1.11 Develop an appreciation of poetry

6.1.12 Identify word clues that convey tone, mood, and atmosphere
6.1.13 Recognize deeper levels of meaning
6.1.14 Write original poems

6.2 Prose
6.2.1 Identify and interpret folk tales, fables, myths, tall tales, fairy tales, and legends
6.2.2 Differentiate fiction from non-fiction
6.2.3 Identify realism and fantasy
6.2.4 Identify historical, biographical, science fiction
6.2.5 Recognize structure of plot, setting, climax
6.2.6 Describe character development
6.2.7 Explain how author creates mood
6.2.8 Compare new and old prose
6.2.9 Distinguish between narrative and expository material
6.2.10 Recognize main and minor characters
6.2.11 Interpret drama

6.3 Critical reading
6.3.1 Predict outcomes
6.3.2 Appreciate and recall humor
6.3.3 Classify ideas
6.3.4 Compare and contrast characters
6.3.5 Distinguish between fact and fantasy
6.3.6 Distinguish between fact and opinion
6.3.7 Formulate conclusions
6.3.8 Recognize cause and effect
6.3.9 Recall sequence of events
6.3.10 Evaluate author's attitude
6.3.11 Relate story experiences to personal experiences
6.3.12 Discuss story problem and plot structure
6.3.13 Find information to prove or disprove a statement
6.3.14 Identify elements of style
6.3.15 Identify and evaluate character traits
6.3.16 Recognize emotional reactions and motives
6.3.17 Interpret figurative and idiomatic language
6.3.18 Judge reasonableness and accuracy
6.3.19 Interpret implied ideas
6.3.20 Recognize inferred meanings
6.3.21 Recognize characteristics of different types of literature such as: autobiography, biography, legends, newspaper, magazine articles, fiction, and non-fiction

6.4 Style
6.4.1 Identify and interpret selected figurative language
6.4.2 Describe flashback and foreshadow
6.4.3 Recognize relationship of style to action
6.4.4 Recognize colloquial style
6.4.5 Recognize shift in point of view
6.4.6 Recognize literary allusions
6.4.7 Interpret tone of a selection
6.4.8 Recognize descriptive style
6.4.9 Recognize purpose and use of onomatopoeia
6.4.10 Recognize personification
6.4.11 Identify puns, repetitions, metaphors, and similes
6.4.12 Recognize elements that create humor
6.4.13 Recognize appropriateness of style of selection
6.4.14 Recognize author's choice of words to create effect
6.4.15 Recognize technique used to depict exaggeration, irony, and implied meaning
6.4.16 Follow chronological relationship
6.4.17 Recognize elements in a play
6.4.18 Recognize and evaluate author's character development
6.4.19 Recognize author's use of dialect, jargon, and idiomatic language
6.4.20 Analyze emotions
6.4.21 Analyze ambiguities

READING

LEVEL VI (GRADE SIX)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 WORD RECOGNITION

- 1.1 Contextual analysis
  - 1.1.1 Analyze sentence content to determine the meaning of an unknown word
  - 1.1.2 Derive the pronunciation of a word from contextual clues
  - 1.1.3 Recognize contextual clues such as, position of the word in a sentence, figures of speech, appositive phrases, and signal words
  - 1.1.4 Combine contextual clues with phonic and structural clues to identify unknown words
  - 1.1.5 Recognize pitch, juncture and stress as clues to word identity
- 1.2 Structural analysis
  - 1.2.1 Recognize hyphenated compounds
  - 1.2.2 Affixes
    - 1.2.2.1 Identify prefixes and suffixes
    - 1.2.2.2 Recognize root words in affixed forms
    - 1.2.2.3 Determine changes in spelling of root word
  - 1.2.3 Syllabication
    - 1.2.3.1 Apply syllabication principles to divide words
    - 1.2.3.2 Recognize root words in affixed forms
  - 1.2.4 Accent
    - 1.2.4.1 Identify common stress patterns
    - 1.2.4.2 Recognize shift in stress in affixed forms
    - 1.2.4.3 Determine when a change in function causes a change in stress (i.e., noun to verb; con'sole, con sole')
  - 1.2.5 Identify combining forms
- 1.3 Phonic analysis
  - 1.3.1 Pronounce consonant clusters as one sound unit
  - 1.3.2 Identify the sounds of vowel digraphs and diphthongs
  - 1.3.3 Recognize spelling variations that represent the same sound (/k/ kick, mechanic)
  - 1.3.4 Determine the correct pronunciation for letters that represent different sounds (i.e., ou pronounced dough, ought, out, enough, through)
  - 1.3.5 Locate graphemic bases (i.e., eigh, ail)
- 1.4 Decode dictionary pronunciations (see study skills)

2.0 COMPREHENSION

- 2.1 Word meaning
  - 2.1.1 Affixes
    - 2.1.1.1 Distinguish between noun, verb, and adjective-forming suffixes
    - 2.1.1.2 Identify prefixes that denote time, direction, and separation
    - 2.1.1.3 Recognize negative prefixes
    - 2.1.1.4 Identify verb-forming prefixes
    - 2.1.1.5 Determine the meaning of prefixes in variant forms (i.e., in, im, il)
  - 2.1.2 Combining forms
    - 2.1.2.1 Distinguish between regular compound words and those made from combining forms (i.e., under, out, over)
    - 2.1.2.2 Identify combining forms in the initial position (i.e., bio, auto)
    - 2.1.2.3 Identify combining forms in the final position (i.e., graph, ology)
    - 2.1.2.4 Define a number of common combining forms
    - 2.1.2.5 Decide which meaning of the combining form is found in a given word
  - 2.1.3 Roots and/or bases
    - 2.1.3.1 Assign meaning by identifying common English bases
    - 2.1.3.2 Recognize word derivations based on foreign roots
  - 2.1.4 Alternate word forms
    - 2.1.4.1 Assign appropriate meaning to homonyms and homographs
    - 2.1.4.2 Supply a synonym or antonym for a given word or text
  - 2.1.5 Context clues
    - 2.1.5.1 Illustrate several ways in which a definition can be stated in context (i.e., a _____ is _____; is referred to; is called)
    - 2.1.5.2 Recognize restated meanings (i.e., In this way limestone is changed, or metamorphosed, into marble)
    - 2.1.5.3 Identify signal words as clues to a restatement (i.e., in other words, that is)
    - 2.1.5.4 Recognize punctuation that signals restatements (i.e., dashes, commas, parentheses)
    - 2.1.5.5 Find examples cited by the author to explain words
    - 2.1.5.6 Recognize that pitch, juncture and stress influence meaning
- 2.2 Literal thinking
  - 2.2.1 Written instructions
    - 2.2.1.1 Follow directions to take tests or complete assignments
    - 2.2.1.2 Follow steps in sequence to perform a task (i.e., play a game)
    - 2.2.1.3 Use instructions to assemble or create a product (i.e., model plane, bake a cake)
    - 2.2.1.4 Solve a problem by making application of directions

2.2.2 Specific details
- 2.2.2.1 Locate important ideas stated in a selection
- 2.2.2.2 List details to support a main idea
- 2.2.2.3 Find key words in long sentences
- 2.2.2.4 Name two or more actors, actions or things acted upon in the same sentence or paragraph
- 2.2.2.5 Cite specific facts to answer questions, match descriptions, or verify conclusions
- 2.2.2.6 Match statements with inferences

2.2.3 Sequence
- 2.2.3.1 Arrange related ideas in order of occurrence
- 2.2.3.2 Match events to periods of time

2.2.4 Create illustrations to fit text

2.3 Interpretive thinking
- 2.3.1 Distinguish between key words and descriptive phrases in long sentences
- 2.3.2 Identify conflicting statements or ideas
- 2.3.3 Determine the main idea of a paragraph or selection
- 2.3.4 Draw conclusion from stated facts
- 2.3.5 Infer from implied information
- 2.3.6 Match cause and effect
- 2.3.7 Categorize details as relevant or not
- 2.3.8 Make generalizations about story events
- 2.3.9 Predict story content and/or outcome

2.4 Information appraisal

2.4.1 Fact or opinion
- 2.4.1.1 Identify statements of fact
- 2.4.1.2 Identify statements of opinion
- 2.4.1.3 Identify statements that contain both fact and opinion
- 2.4.1.4 List variations of facts and/or opinions in two or more accounts of the same event
- 2.4.1.5 Differentiate between factual news reporting and editorial writing

2.4.2 Vague expressions
- 2.4.2.1 Recognize vague expressions
- 2.4.2.2 Identify from a given list of statements those that have no precise meaning

2.4.3 Assumptions
- 2.4.3.1 Define assumption
- 2.4.3.2 Identify from a list of statements those that contain assumptions
- 2.4.3.3 Underline the assumptions in a given selection

2.4.4 Propaganda techniques
- 2.4.4.1 Define propaganda
- 2.4.4.2 Identify the "bandwagon" technique (i.e., everyone uses _____)
- 2.4.4.3 Identify "testimonial" technique (i.e., famous person endorses item)
- 2.4.4.4 Identify "transfer" technique (i.e., famous person is shown using item or famous person is in picture with item)
- 2.4.4.5 Identify the "emotional words" technique (i.e., love, mother, deliciously delicate)
- 2.4.4.6 Interpret critically an advertisement

2.4.5 Author's qualification
- 2.4.5.1 Competence to make an informed opinion
  - 2.4.5.1.1 Determine author's training
  - 2.4.5.1.2 Investigate background of author
  - 2.4.5.1.3 Evaluate qualifications of author
- 2.4.5.2 Determine author's motives

3.0 STUDY SKILLS

3.1 Locating information

3.1.1 Basic skills
- 3.1.1.1 Identify the type of information needed
- 3.1.1.2 Demonstrate knowledge of alphabetical arrangement
- 3.1.1.3 Show how key words, cross-references and sub-titles are used to locate information
- 3.1.1.4 Explain the significance of commas, dashes, abbreviations, and commonly used signals such as "see also"
- 3.1.1.5 Skim to get a general idea about the content
- 3.1.1.6 Scan to locate particular topics
- 3.1.1.7 Reread to verify information
- 3.1.1.8 Distinguish the kinds of information to be found in a variety of sources such as the dictionary, encyclopedia, and atlas
- 3.1.1.9 Identify the best source for locating a particular type of information

- 3.1.2 Book aids
  - 3.1.2.1 Identify book parts that contain special information such as the table of contents, index, glossary, and appendix
  - 3.1.2.2 Distinguish the type of information contained in each part
  - 3.1.2.3 Utilize the table of contents to get an overview of the book and to locate page numbers
  - 3.1.2.4 Show how to locate information in the index using key words and sub-topics
  - 3.1.2.5 Use the glossary to select a definition appropriate to a word in context
  - 3.1.2.6 Use the glossary to derive the pronunciation of unfamiliar words
  - 3.1.2.7 Demonstrate knowledge of the topical arrangement of the appendix
- 3.1.3 Dictionary
  - 3.1.3.1 Identify various parts of a dictionary page
  - 3.1.3.2 Show how alphabetical order and guide words assist in locating words
  - 3.1.3.3 Select the correct meaning when more than one entry and/or meaning is given
  - 3.1.3.4 Explain how pronunciations are indicated in different dictionaries
  - 3.1.3.5 Tell how the pronunciation key will help determine what sound particular symbols represent
- 3.1.4 Encyclopedia
  - 3.1.4.1 Enumerate the kinds of information to be found in the encyclopedia
  - 3.1.4.2 Demonstrate ability to use the index of an encyclopedia
- 3.1.5 Library aids
  - 3.1.5.1 Name compiled lists of sources such as the card catalogue and Reader's Guide
  - 3.1.5.2 Demonstrate knowledge of the alphabetical and topical arrangement of sources in compiled lists
  - 3.1.5.3 Explain the use of cross-references

3.2 Organizing information

- 3.2.1 Classification of ideas
  - 3.2.1.1 Categorize details as relevant or not
  - 3.2.1.2 List related facts in a given selection
  - 3.2.1.3 Categorize story elements into problem, climax, solution
  - 3.2.1.4 Classify selections or parts of selections according to point of view revealed
  - 3.2.1.5 Place supporting ideas under a major topic
  - 3.2.1.6 Supply an appropriate heading for a series of details
- 3.2.2 Summarization
  - 3.2.2.1 Identify topic sentences of paragraphs
  - 3.2.2.2 List related facts in a given selection
  - 3.2.2.3 Summarize ideas in outline form

3.3 Using graphic materials

- 3.3.1 Interpret information from diagrams
- 3.3.2 Maps
  - 3.3.2.1 Utilize directional clues
  - 3.3.2.2 Use map key
  - 3.3.2.3 Determine distances from mileage scale
  - 3.3.2.4 Plot possible routes to a specified place on map
  - 3.3.2.5 Use information to draw inferences about the setting of a selection
  - 3.3.2.6 Compare information from different maps
- 3.3.3 Use tables to locate and compare data
- 3.3.4 Interpret graphs to obtain numerical information
- 3.3.5 Interpret a time graph

4.0 LITERARY SKILLS

4.1 Literary terms and techniques

- 4.1.1 Identify alliterations, personification, symbolism, irony, idioms, exaggeration, similes, metaphors, and jargon
- 4.1.2 Recognize the techniques of foreshadowing, flashbacks, humor of understatement, comparisons and contrasts, indirect description, archaic langauge, use of dialect, and figurative language
- 4.1.3 Distinguish between dialogue and narrative
- 4.1.4 Differentiate between a story told in first person and third person

4.2 Literary forms

- 4.2.1 Distinguish between fiction and non-fiction
- 4.2.2 Distinguish between realism and fantasy
- 4.2.3 Types of prose
  - 4.2.3.1 Folk tales
    - 4.2.3.1.1 State origin of selected folk tales
    - 4.2.3.1.2 Produce a folk tale in play form
  - 4.2.3.2 Myths
    - 4.2.3.2.1 Recognize gods and giants as symbols in myths

4.2.3.2.2 Recognize difference between gods and heroes in a myth
4.2.3.3 Identify fictionalized history
4.2.3.4 Identify biography
4.2.3.5 Identify fictionalized biography
4.2.3.6 Identify fables
4.2.3.7 Identify essays
4.2.3.8 Identify play forms
4.2.3.9 Identify news articles
4.2.3.10 Identify scientific fiction
4.2.3.11 Identify feature articles
4.2.4 Types of poetry
4.2.4.1 Identify haiku
4.2.4.2 Identify humorous poetry
4.2.4.3 Identify narrative poetry
4.2.4.4 Identify ballad

4.3 Story elements
4.3.1 Characters
4.3.1.1 Main characters
4.3.1.1.1 Identify main characters
4.3.1.1.2 Describe main characters
4.3.1.2 Identify minor characters
4.3.1.3 Interpret feelings as related to poem or story
4.3.1.4 State relationships among characters
4.3.1.5 Analyze the resolution of personal conflicts
4.3.2 Setting
4.3.2.1 Define the term setting
4.3.2.2 State the time of a given story
4.3.2.3 State the place of a given story
4.3.2.4 Infer the effect of time and place on story
4.3.3 Plot
4.3.3.1 Define the term plot
4.3.3.2 Construct correct sequence of events of a story
4.3.3.3 Describe the effect of the rise and fall of plot on story
4.3.3.4 Discuss personal conflict as a basis for plot
4.3.4 Theme
4.3.4.1 Define the term theme
4.3.4.2 Identify the theme of given literary material
4.3.4.3 Recognize common theme of folk tales
4.3.4.4 Relate specific episodes to a given theme
4.3.4.5 Infer theme from story conflict
4.3.5 Climax
4.3.5.1 Define the term climax
4.3.5.2 State the climax of a given story
4.3.5.3 State the anticlimax of a given story

4.4 Appreciation of author's contribution
4.4.1 Use research materials to examine author's background as an aid to interpretation of material
4.4.2 Determine author's attitude toward subject
4.4.3 Suggest the author's intent
4.4.4 Recognize that authors express points of view through writing

5.0 ORAL READING

5.1 Vocalize loudly enough for all to hear
5.2 Pronounce words correctly
5.3 Read with proper expression
5.4 Adjust voice and rate to type of material
5.5 Use proper characterization if selection is in story form

6.0 CREATIVE THINKING

6.1 Write a story sequel
6.2 Create examples of exaggeration
6.3 Work out costuming, sets and props for dramatization
6.4 Recognize the possibilities for comic errors
6.5 Use a challenge as a theme of a story
6.6 Write a myth of explanation
6.7 Update a story using the original plot
6.8 Write a diary or log from a story character's point of view
6.9 React to the artist's interpretation of the story
6.10 Make constructive responses beyond what is known
6.11 Write newspaper headlines
6.12 Write conversation between Folk

6.13 Transform sounds into words

7.0 PERSONAL READING

7.1 Select materials of appropriate difficulty
7.2 Choose selections that satisfy interests
7.3 Communicate the delight and inspiration that reading can bring

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 MOTOR SKILLS

- 1.1 Gross motor skills (use of the large fundamental muscles of the body)
  - 1.1.1 Perform locomotor movements (moving from one place to another) such as: creep, crawl, walk, run, hop, jump, leap, gallop, slide, skip, and march to music
  - 1.1.2 Perform non-locomotor movements (remaining in one place and creating a movement pattern in space) such as: push, pull, turn, bend, stretch, catch, throw, lift, twist, swing, and strike
- 1.2 Fine motor skills (requiring more sensitive quality and more precision motor skills)
  - 1.2.1 Finger coordination
    - 1.2.1.1 String beads
    - 1.2.1.2 Tie shoe laces
    - 1.2.1.3 Put pegs and washers in boards
  - 1.2.2 Eye-hand coordination
    - 1.2.2.1 Copy shapes (circle, cross, square, and diamond)
    - 1.2.2.2 Copy letters, words, and sentences
    - 1.2.2.3 Cut with scissors
    - 1.2.2.4 Reconstruct puzzles
    - 1.2.2.5 Draw pictures
    - 1.2.2.6 Color within a line
    - 1.2.2.7 Build with blocks - towers, bridges, and cities
    - 1.2.2.8 Model with clay and other materials
    - 1.2.2.9 Fold paper into shapes and figures
    - 1.2.2.10 Weave with paper
    - 1.2.2.11 Construct objects using various media
  - 1.2.3 Eye-foot coordination
    - 1.2.3.1 Jump rope assisted
    - 1.2.3.2 Jump rope unassisted
    - 1.2.3.3 Balance on one foot
    - 1.2.3.4 Balance on walking beam

2.0 SELF IMAGE

- 2.1 Accepting one's self
  - 2.1.1 Show acceptance of oneself as a valuable individual
  - 2.1.2 Show acceptance of personal limitations
  - 2.1.3 Demonstrate responsibility for simple personal hygiene
  - 2.1.4 Stay with a task until it is completed
  - 2.1.5 Display pride in doing one's best without boastfulness
  - 2.1.6 Display acceptance of defeat with a wholesome attitude
  - 2.1.7 Act rationally in the face of danger regardless of fear
  - 2.1.8 Display self-reliance
  - 2.1.9 Demonstrate resourcefulness in solving problems
  - 2.1.10 Demonstrate pride in one's culture and heritage
  - 2.1.11 Use facts in reaching conclusions
  - 2.1.12 Recognize the value of using time economically
- 2.2 Accepting one's family
  - 2.2.1 Accept responsibility as a family member
  - 2.2.2 Show concern for others
  - 2.2.3 Authority
    - 2.2.3.1 Respect parental authority
    - 2.2.3.2 Show regard for people in authority other than parent
  - 2.2.4 Consideration for others
    - 2.2.4.1 Demonstrate awareness of closeness in a family
    - 2.2.4.2 Respect the role of each family member
  - 2.2.5 Use resourcefulness in solving problems
  - 2.2.6 Work together for the mutual benefit of all
  - 2.2.7 Accept those whose opinions, conduct, or practices differ from one's own
  - 2.2.8 Demonstrate awareness of the mobility of a family
  - 2.2.9 Realize the need for privacy
- 2.3 Accepting classmates and friends
  - 2.3.1 Accept those whose opinions or practices differ from one's own
  - 2.3.2 Keep one's word
  - 2.3.3 Make the best of an unfavorable situation
  - 2.3.4 Show concern for the welfare of others
  - 2.3.5 Show empathy for others
  - 2.3.6 Cooperate with others as a group toward a common task
  - 2.3.7 Deliver messages accurately
  - 2.3.8 Listen to complete directions before beginning a task
  - 2.3.9 Listen attentively to teacher, friend, or classmate
  - 2.3.10 Practice honesty and truthfulness in actions, principles, and intentions
  - 2.3.11 Show respect for the beauty and importance of the surroundings of others
  - 2.3.12 Show an awareness that individuals enjoy different things

2.3.13 Practice resourcefulness in solving problems
2.3.14 Realize the importance of depending upon one another
2.3.15 Obtain facts before reaching conclusions
2.3.16 Communicate to improve relationships among people

2.4 Accepting one's environment
2.4.1 Accepting one's community environment
2.4.1.1 Accept responsibility in community, school, church, scouts, etc.
2.4.1.2 Tolerate those whose conduct and opinions differ from one's own
2.4.1.3 Practice honesty and truthfulness in actions, principles, and intentions
2.4.1.4 Recognize people who provide services for the comfort and happiness of others
2.4.1.5 Recognize differences in life styles of city, town, and rural areas
2.4.1.6 Know importance of obeying laws and signs
2.4.1.7 Show concern for the needs of others
2.4.1.8 Respect other people
2.4.1.9 Participate in the proper use of available natural resources (i.e., wildlife, forests, water, etc.)

3.0 PRE-READING READINESS

3.1 Perception
3.1.1 Auditory perception
3.1.1.1 Pronounce two and three syllable words
3.1.1.2 Know number of sounds in spoken words
3.1.1.3 Recognize differences in words
3.1.1.4 Recognize differences in lengths of words
3.1.1.5 Discriminate between common sounds in one's environment
3.1.1.6 Locate source of sound
3.1.1.7 Recognize likenesses and differences in rhyming sounds
3.1.1.8 Recognize likenesses and differences in beginning, medial, and final sounds
3.1.1.9 Recognize sounds of varying pitch and loudness
3.1.1.10 Listen to another child or adult for at least a minute without interrupting
3.1.2 Auditory memory
3.1.2.1 Perform three commands
3.1.2.2 Repeat a word sentence
3.1.2.3 Repeat a tapping sequence
3.1.2.4 Repeat four numbers in correct sequence
3.1.2.5 Recall story facts
3.1.2.6 Repeat five numbers in sequence
3.1.2.7 Know selected Mother Goose Rhymes or other poems or verses
3.1.3 Visual discrimination
3.1.3.1 Interpret picture clues
3.1.3.2 Recognize eight colors
3.1.3.3 Recognize shapes (circle, square, triangle)
3.1.3.4 Recognize differences in size (big, little; tall, short)
3.1.3.5 Match identical numbers, letters, and words
3.1.4 Visual memory
3.1.4.1 Recall animal pictures
3.1.4.2 Name objects from memory
3.1.4.3 Repeat a three-color sequence (red, white, blue)
3.1.4.4 Recall two items in sequence
3.1.4.5 Reproduce a design from memory
3.1.4.6 Recall three items in a sequence
3.1.4.7 Recall word forms
3.1.4.8 Count to ten, then twenty
3.1.4.9 Recognize numbers one to five
3.1.4.10 Recognize a penny, nickel, dime, and quarter
3.1.4.11 Know the names of the days of the week
3.1.4.12 Know the meaning of "est" words (largest, smallest, highest, etc.)

3.2 Oral language
3.2.1 Express ideas spontaneously
3.2.2 Remember five word sentences
3.2.3 Create simple endings for stories
3.2.4 Show growth in oral vocabulary
3.2.5 Tell stories (experience and imaginative)
3.2.6 Retell stories which they have heard
3.2.7 Give personal information (name, parents' names, addresses, birthdate, etc.)
3.2.8 Describe simple objects
3.2.9 Relate words to pictures
3.2.10 Exhibit the ability to talk freely with others
3.2.11 Use groups of words to form simple sentences

3.2.12 Take part in discussions, by listening attentively to the speaker and the subject of discussion; by adding to or offering suggestions; by demonstrating suggestions; or, by bringing in relevant illustrative materials

3.3 Interest
- 3.3.1 Express desire to want to learn to read
- 3.3.2 Indicate a desire to read
- 3.3.3 Maintain attention for activity involved
- 3.3.4 Listen to others express themselves
- 3.3.5 Ask to take books home
- 3.3.6 Look at books and magazines

3.4 Concept development
- 3.4.1 Assign numerical value to numbers
- 3.4.2 Demonstrate understanding of positional words: such as, first, last, top, middle, bottom, over, and under
- 3.4.3 Tell how two objects are alike or different
- 3.4.4 Group objects according to size and numbers
- 3.4.5 Acquire new concepts through vicarious experiences

3.5 Mechanics
- 3.5.1 Eye movement
  - 3.5.1.1 Use correct left to right eye movement
  - 3.5.1.2 Follow moving object
- 3.5.2 Hold a book correctly (distance and position)
- 3.5.3 Manipulate page turning with ease

4.0 WORD ANALYSIS

4.1 Configuration
- 4.1.1 Recognize words according to length (i.e., grandmother)
- 4.1.2 Recognize words according to shape (i.e., beautiful)

4.2 Identify words by using pictures

4.3 Identify unknown words from the context of the sentence

4.4 Structural analysis
- 4.4.1 Identify compound words (i.e., playground, baseball)
- 4.4.2 Recognize common endings (s, ed, ing, es)
- 4.4.3 Recognize common prefixes (de, en, un, dis, re)
- 4.4.4 Recognize root words
- 4.4.5 Recognize common suffixes (less, ly, ed, ing, est, ness)
- 4.4.6 Know contractions (I'll-I will, can't-cannot, don't-do not, isn't-is not, you're-you are, let's-let us, it's-it is, we've-we have)
- 4.4.7 Plurals
  - 4.4.7.1 Use endings to make words plurals (es, s)
  - 4.4.7.2 Recognize plurals made by changing word form (i.e., child-children, ox-oxen, woman-women)
  - 4.4.7.3 Recognize plurals that remain the same (i.e., deer)
- 4.4.8 Identify possessive word forms (i.e., Bill's)
- 4.4.9 Syllables
  - 4.4.9.1 Identify one syllable words
  - 4.4.9.2 Identify two syllable words
  - 4.4.9.3 Identify three syllable words

4.5 Phonics
- 4.5.1 Consonants
  - 4.5.1.1 Know initial consonant sounds
  - 4.5.1.2 Know final consonant sounds
  - 4.5.1.3 Recognize single consonant sounds in medial position
  - 4.5.1.4 Recognize sounds of initial consonant blends (st, bl, tr, fr, fl, cl, gl, sp, sm, sn, sw, and tw)
  - 4.5.1.5 Recognize consonant combinations that represent one sound: (digraph) such as, sh, ch, qu, ph, ck, th, and wh
- 4.5.2 Vowels
  - 4.5.2.1 Know short vowel sounds a, e, i, o, and u
  - 4.5.2.2 Know long vowel sounds
  - 4.5.2.3 Recognize r, w, l, controlled vowels (i.e., star, saw, and all)
  - 4.5.2.4 Recognize vowel combinations that represent one sound (digraphs) (i.e., ee, ai, ea, oa)
  - 4.5.2.5 Recognize vowel diphthongs (i.e., ou-out, oi-oil, oy-boy)

4.6 Dictionary
- 4.6.1 Alphabetize by the first letter
- 4.6.2 Alphabetize by the second letter
- 4.6.3 Know the relative position of the letters in the dictionary (i.e., D is in the first part, M is in the middle, V is in the last part)
- 4.6.4 Locate the meaning of selected words

5.0 VOCABULARY

5.1 Word recognition
- 5.1.1 Show interest in words
- 5.1.2 Recognize unknown words through pictures
- 5.1.3 Recognize own name in print
- 5.1.4 Know names of letters
- 5.1.5 Know names of numbers
- 5.1.6 Match letters
- 5.1.7 Match numbers
- 5.1.8 Match capital and small letters
- 5.1.9 Recognize words with both capital and small letters at the beginning
- 5.1.10 Match printed symbols with words
- 5.1.11 Identify in various settings words usually found in pre-primers, for example: a, airplane, an, and, apple, are, at, away, baby, ball, be, bed, big, birthday, dinner, dish, do, dog, down, father, fast, find, fine, fish, for, funny, get, girl, I, in, is, it, jump, kitten, like, little, look, make, may, me, mitten, mother, red, ride, run, said, see, she, show, sleep, something, splash, stop, surprise, table, thank, bow-wow, cake, call, can, cap, car, Christmas, come, cookies, cowboy, daddy, did, good, good-by, green, has, have, he, help, her, here, hide, home, house, yellow, near, no, not, oh, on, one, party, pie, play, pretty, puppy, ran, you, tree, to, toy, two, up, want, we, what, where, will, with, work, and your
- 5.1.12 Recognize basic sight words, for example: and, are, can, come, funny, go, he, is, jump, like, little, look, my, of, play, red, run, said, see, the, this, to, up, at, away, big, blue, down, for, good, green, have, here, in, it, me, not, on, one, ran, saw, three, too, we, will, yellow, all, am, around, black, but, by, call, came, do, eat, fast, get, going, into, make, no, old, out, was, who, she, some, stop, an, after, as, be, brown, cold, did, fly, from, give, going, had, help, him, her, his, if, its, round, so, soon, ten, under, find, gave, got, has, known, let, live, made, many, may, new, now, over, put, that, them, then, they, walk, when, went, were, and what
- 5.1.13 Identify what, when, how and who words
- 5.1.14 Identify color words and action words
- 5.1.15 Recognize common nouns, for example: apple, baby, back, ball, bear, bed, bell, bird, children, Christmas, cost, corn, cow, day, dog, doll, flower, game, garden, girl, good-by, grass, ground, hand, money, morning, mother, name, nest, night, paper, sister, snow, song, squirrel, stick, street, sun, table, boat, box, boy, bread, brother, cake, car, cat, chair, chicken, duck, egg, eye, farm, farmer, father, feet, fire, fish, floor, hill, home, horse, house, kitty, leg, letter, man, men, milk, pig, rabbit, rain, ring, robin, Santa Claus, school, seed, sheep, shoe, time, top, toy, tree, watch, water, way, wind, window, and wood
- 5.1.16 Word meaning
  - 5.1.16.1 Use oral vocabulary
  - 5.1.16.2 Associate pictures with words
  - 5.1.16.3 Identify new words using picture clues
  - 5.1.16.4 Use background experiences to give meaning to words
  - 5.1.16.5 Identify words through definition
  - 5.1.16.6 Identify words through sentences
- 5.1.17 Recognize common antonyms (opposite words, such as, fast-slow, hot-cold)
- 5.1.18 Identify simple rhyming words (i.e., day-say, can-man)
- 5.1.19 Use homonyms and homographs (words that are alike in sound and/or spelling but different in meaning: such as pear-pair, buy-by, rode-road, read-reed)
- 5.1.20 Use synonyms (words having the same or similar meaning: such as glad-happy, quiet-silent)
- 5.1.21 Place words into categories (i.e., animals, things to eat or drink, places, things to do, words describing people, words dealing with measure, etc.)

6.0 USING READING SKILLS

6.1 Silent reading
- 6.1.1 Read without vocalization such as lip movements and whispering
- 6.1.2 Read without head movements
- 6.1.3 Show evidence of maturity by minimizing finger pointing

6.2 Oral reading
- 6.2.1 Use correct pronunciation
- 6.2.2 Use correct phrasing (not word by word)
- 6.2.3 Use proper intonation to give meaning
- 6.2.4 Handle book appropriately while maintaining good posture
- 6.2.5 Obey punctuation signs: period, comma, question mark, exclamation point
- 6.2.6 Read clearly and distinctly
- 6.2.7 Read fluently

6.3 Choral reading
- 6.3.1 Enjoy saying nursery rhymes, familiar poems and refrains in unison
- 6.3.2 Recognize rhythm patterns

6.3.3 Blend voices well with group
6.3.4 Memorize short selections
6.3.5 Participate successfully with the group
6.3.6 Use good speech, enunciation, articulation, inflection, and tone of voice
6.3.7 Reproduce mood variations (happy, angry, etc.)

7.0 COMPREHENSION

7.1 Interpretation of story facts
7.1.1 Use picture clues
7.1.2 Apply word meanings
7.1.3 Interpret phrase meanings
7.1.4 Interpret simple and complex sentences
7.1.5 Analyze longer thought units
7.1.6 Use punctuation as clues to meaning
7.1.7 Identify the speaker and his message
7.2 Specific purposes
7.2.1 The main idea
7.2.1.1 Use picture clues to establish main idea
7.2.1.2 Use titles as clues to main idea
7.2.1.3 Identify sentences expressing main idea
7.2.1.4 Express main idea by rephrasing
7.2.1.5 Relate main idea by retelling
7.2.2 Specific questions
7.2.2.1 Find single word to answer question
7.2.2.2 Locate information to prove or disprove statement
7.2.3 Details
7.2.3.1 Organize details to establish setting
7.2.3.2 Identify details to establish time
7.2.3.3 Relate supporting details to main idea
7.2.3.4 Use details to compare and contrast
7.2.3.5 Evaluate importance of story details
7.2.4 Sequence
7.2.4.1 Recognize sequence of events
7.2.4.2 Arrange sentences in sequence
7.2.4.3 Organize ideas in logical sequence
7.2.5 Anticipated outcomes
7.2.5.1 Identify characters
7.2.5.2 Recognize story plot
7.2.5.3 Perceive related cause and effect
7.2.5.4 Predict outcome of story
7.2.5.5 Relate story experience to personal experience
7.2.5.6 Recognize emotional reactions of characters
7.2.5.7 React to mood or tone
7.2.5.8 Compare past and present experience
7.2.6 Implied ideas
7.2.6.1 Interpret figurative language
7.2.6.2 Infer character traits
7.2.6.3 Distinguish between fact and fantasy
7.2.6.4 Supply details not given
7.2.6.5 Identify pronoun referents
7.2.7 Following directions
7.2.7.1 Respond to oral directions
7.2.7.2 Follow written directions
7.2.7.3 Locate information on maps and charts
7.2.8 Recall
7.2.8.1 Respond to questions
7.2.8.2 Organize ideas independently

8.0 RECREATIONAL READING

8.1 Display a desire to be read to
8.2 Show an interest in reading
8.3 Enjoy reading
8.4 Select appropriate reading matter
8.5 Demonstrate appreciation for literature (share favorite stories and books with others)
8.6 Volunteer to read
8.7 Develop more varied reading interests
8.8 Show interest in newspapers, magazines, books, catalogs, (anything that adds interest to living)
8.9 Enjoy role playing
8.10 Show an interest in dramatization
8.11 Show a desire to own books

ELEMENTARY REMEDIAL READING

INTERMEDIATE LEVEL

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 READINESS

1.1 Oral language
- 1.1.1 Exhibit many skills previously learned
- 1.1.2 Speak in correct sequential order
- 1.1.3 Tell things in relevant order
- 1.1.4 Speak with purpose and inquiry
- 1.1.5 Use techniques of simple recall
- 1.1.6 Identify outstanding characters in the stories
- 1.1.7 Classify words and ideas
- 1.1.8 Anticipate outcomes verbally
- 1.1.9 Share ideas
- 1.1.10 Create and read aloud his own original stories

1.2 Visual discrimination and memory
- 1.2.1 Exhibit many skills previously learned
- 1.2.2 Discriminate visually the forms of the letters of the alphabet
- 1.2.3 Reproduce in printed form the letters of the alphabet
- 1.2.4 Follow sequence of story

1.3 Auditory discrimination and memory
- 1.3.1 Exhibit many skills previously learned
- 1.3.2 Understand spoken discussion
- 1.3.3 Attend to the auditory task at hand
- 1.3.4 Listen attentively for given period of time
- 1.3.5 Listen with curiosity
- 1.3.6 Identify similarities and differences
- 1.3.7 Follow a series of directions and complete directed tasks in efficient manner
- 1.3.8 Show interest and enjoyment while listening
- 1.3.9 Control self to listen without interrupting
- 1.3.10 Arrange a short sequence of items by recalling in order from memory
- 1.3.11 Recall details from a selection by answering questions
- 1.3.12 Identify sounds (nature walk, farm, school)
- 1.3.13 Recall sounds (nature walk, farm, school)
- 1.3.14 Imitate sounds (nature walk, farm, school)

1.4 Background of experience and building concepts
- 1.4.1 Exhibit many skills previously learned
- 1.4.2 Understand who or what is being talked about and what is being said about the subject
- 1.4.3 Form sentences orally with correct subject-predicate-object structure
- 1.4.4 Express correct sentence structure
- 1.4.5 Perceive the main idea of the story or article
- 1.4.6 Describe outstanding character traits
- 1.4.7 Describe emotional reactions
- 1.4.8 Form sensory images

1.5 Interest
- 1.5.1 Exhibit many skills previously learned
- 1.5.2 Accept oneself as a valuable individual
- 1.5.3 View reading as a process which becomes as natural as talking
- 1.5.4 Ask for help when it is appropriate
- 1.5.5 Evaluate oneself realistically
- 1.5.6 Assume responsibility for learning
- 1.5.7 Realize the skills required of a task
- 1.5.8 Express an interest in the task assigned
- 1.5.9 Recognize the goals of an assigned task
- 1.5.10 Respect reasonable authority
- 1.5.11 Respect rights of others
- 1.5.12 Demonstrate pride in culture and heritage
- 1.5.13 Display favorable self-concept
- 1.5.14 Adjust to change
- 1.5.15 Recognize value of using time economically
- 1.5.16 Recognize the value of ambition, patience, ingenuity, and perseverance in achieving personal or group goals
- 1.5.17 Take pride in work
- 1.5.18 Work well with a small group
- 1.5.19 Sit still for a designated period of time
- 1.5.20 Relinquish other tasks to give full attention to directed task
- 1.5.21 Go about directed task in an efficient manner
- 1.5.22 Maintain interest and an enjoyment while listening
- 1.5.23 Succeed at the level of presentation of task at hand
- 1.5.24 Read both prose and poetry and begin to understand why certain media are chosen by authors to express their ideas
- 1.5.25 Transfer learned information from reading or listening activities to a specific task

1.5.26 Evaluate materials read
1.5.27 Talk with others about work
1.5.28 Initiate activities new to the classroom
1.5.29 Show imagination and creativity
1.5.30 Express one's thoughts
1.5.31 Continue to explore things which are not assigned
1.5.32 Persist over a period of days, weeks, or months with something which captures a student's interest
1.5.33 Take realistic risks in expressing ideas which are new to class and in trying more difficult projects
1.5.34 Defend ideas when in the minority
1.5.35 Act rationally in the face of danger regardless of fear
1.5.36 Deal with ideas which do not agree with one's own
1.5.37 Exhibit awareness of beliefs and superstitions
1.5.38 Exhibit awareness that learning resources are at one's disposal
1.5.39 Know how to use learning resources

1.6 Mechanics

1.6.1 Eye movement
1.6.1.1 Exhibit skills previously learned
1.6.1.2 View rows of pictures in left to right manner
1.6.1.3 Read picture sequence from top to bottom of page
1.6.1.4 Read pictures and words in sequence of book from front to back
1.6.1.5 Identify objects efficiently through visual perception

1.6.2 Holding book
1.6.2.1 Understand the proper distance for holding reading materials
1.6.2.2 Show respect for books by proper handling

1.6.3 Posture
1.6.3.1 Use comfortable posture while reading
1.6.3.2 Use comfortable posture while listening

2.0 WORD ANALYSIS SKILLS

2.1 Configuration
2.1.1 Exhibit many skills previously learned
2.1.2 Use word shape and word length for decoding
2.1.3 Employ details within a word such as double letters or capitals as clues for decoding
2.1.4 Use mental association between the word and its meaning to identify words (the curly tail on a dog)

2.2 Picture clues
2.2.1 Exhibit many skills previously learned
2.2.2 Interpret pictorial clues for sound-symbol association
2.2.3 Extract meaning from a passage, sentence, phrase, or word by the use of picture clues
2.2.4 Use picture clues to develop concepts

2.3 Context clues
2.3.1 Exhibit many skills previously learned
2.3.2 Use context clues to determine the pronunciation of words
2.3.3 Use context clues for word and phrase meanings

2.4 Structural analysis
2.4.1 Exhibit many skills previously learned
2.4.2 Root words
2.4.2.1 Recognize that a root word or word base is the essential part of a word which may join with other word parts or stand alone
2.4.2.2 Identify the root word in an inflected form (having an ending) or in a derived form (having a prefix or suffix)

2.4.3 Inflectional endings
2.4.3.1 Be aware that inflectional endings are added to root words but do not change their meaning (-ing, -ed, 's, -est, and -en)
2.4.3.2 Demonstrate that words with one vowel, ending in a single consonant, usually double that consonant before adding an ending which begins with a vowel (run-running; stop-stopped)
2.4.3.3 Recognize that a root word that ends with an e, drops the e before adding an ending beginning with a vowel (hope-hoping)
2.4.3.4 Show that when a root word ends ... y, preceded by a consonant, the y is changed to i before adding the ending (unless the ending begins with i)--hurry-hurried-hurrying
2.4.3.5 Recognize that when a root word ends in f or fe, in which the e is silent, the f is sometimes changed to v before adding the suffix or ending beginning with a vowel: calf-calves, knife-knives

2.4.4 Prefix
2.4.4.1 Recognize that a prefix is a meaning unit added to the beginning of a word to change its meaning and form a new word (un + like = unlike)

2.4.4.2 Understand the meanings of common prefixes: anti (against; the opposite), circum (around), dis (opposite of; a part), ex (out of; former), extra (outside; beyond), il, in, im (not), intro (inside), re (again; back), semi (half; partly; coming twice), past (after), co (with), pre (before), sub (under), bi (two), and auto (self)

2.4.5 Suffix

2.4.5.1 Identify a suffix as a meaning unit added to the end of a root word to change its meaning and form a new word (fearless)

2.4.5.2 Understand the meanings of common suffixes: er, or (one who; doer of action), less (without), able (capable of being), ful, y, ous (full of; characterized by), ly (in a certain way), ic, ical, ist (connected with), ness, hood, ship, ance, ence, tion, ment (state of) and ward (in the direction of)

2.4.6 Contractions

2.4.6.1 Recognize contractions

2.4.6.2 Identify the words from which contractions are formed (can't-cannot)

2.4.7 Compound words

2.4.7.1 Demonstrate understanding that certain root words combine to form other words (star + fish = starfish, eye + brow = eyebrow)

2.4.7.2 Identify compound words and their parts

2.4.8 Syllables

2.4.8.1 Can auditorially and visually distinguish the number of parts in a word by the number of vowel sounds heard

2.4.8.2 Understand that the number of vowel sounds present in a word is equal to the number of syllables a word will have

2.4.8.3 Understand that a word has one or more syllables

2.4.8.4 Words divided into syllables

2.4.8.4.1 Divide words between double consonants and show that usually only one consonant is sounded (rab/bit, lit/tle)

2.4.8.4.2 Divide words between unlike consonants unless the consonants form a blend or digraph (fa - ther, moth - er)

2.4.8.4.3 Divide words between a consonant and a vowel in order to place a vowel in each syllable

2.4.8.4.4 Divide words between two vowels if the vowels do not form a diphthong: oi, oy, ou, ow (vi-o-let)

2.4.8.4.5 Divide words between the root word and affix when the affix contains a vowel sound (play/ing)

2.4.8.4.6 Demonstrate that the word endings, (ble, cle, dle, gle, kle, tle, and zle), are final syllables

2.4.9 Accent

2.4.9.1 Demonstrate that accented syllables are spoken with greater emphasis or stress than the unaccented syllables

2.4.9.2 Cite evidence that words of two syllables or more may have more than one accented syllable

2.4.9.3 Generalize from examples that when a word has two syllables, the first is usually accented (north'ern, pray'er)

2.4.9.4 Demonstrate that a final syllable comprised of a consonant plus le is not accented (as sem' ble, ve' hi cle)

2.4.9.5 Demonstrate from examples that a syllable containing a long vowel sound is often accented (com plete', sup pose', fa' mous, no' tice)

2.4.9.6 Generalize from the examples that when a word can function as both noun and verb, the first syllable is stressed when it is a noun and the second when it is a verb (permit, rebel)

2.5 Phonics

2.5.1 Exhibit many skills previously learned

2.5.2 Consonants

2.5.2.1 Demonstrate knowledge of single consonant sounds in initial, medial, and final positions

2.5.2.2 Common consonant irregularities

2.5.2.2.1 Demonstrate that when c is followed in a syllable by e, i, or y, it usually represents its soft or s sound (city, receive)

2.5.2.2.2 Demonstrate that when c is followed by a, o, or u, it usually represents its hard or k sound (cab, corn, cute)

2.5.2.2.3 Demonstrate that when g is followed by a, o, or u, it usually represents its hard sound (gate, go, gun)

2.5.2.2.4 Demonstrate that when g is followed by e, i, or y, it usually represents its soft sound (gem, gym)

2.5.2.3 Generalize from examples that q is always followed by u and qu has two sounds: kw as in queen and k as in mosquito

2.5.2.4 Generalize from examples that the letter x has no sound of its own but represents three sounds: z, ks, and gz

2.5.2.5 Commonly "silent" consonants

2.5.2.5.1 Recognize that the letter b is silent after m and before t (climb, comb, debt, doubt)

2.5.2.5.2 Recognize that the letter g is silent before m and n (gnat, sign, diaphragm)

2.5.2.5.3 Recognize that the letter w is silent before r (wrist, write, wrong)

2.5.2.5.4 Recognize that the letter h may be silent before any vowel or when preceded by r (herb, honest, rhyme)

2.5.2.5.5 Recognize that the letter k is silent before n (knock, know, knife)

2.5.2.5.6 Recognize that the letter t is sometimes silent following s or f (listen, often, thistle, soften)

2.5.3 Blends

2.5.3.1 Understand that a blend is a combination of two and sometimes three consonants whose sounds are blended together while retaining sounds of the individual letters

2.5.3.2 Recognize that the two and three letter blends may be divided into three major groups on the basis of a common letter: those in which r is the concluding letter, those in which l is the concluding letter, and those that begin with the letter s

2.5.3.3 Recognize the most common blends: bl, cl, fl, gl, pl, sl, br, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, scr, spl, spr, str, and thr

2.5.3.4 Generalize that consonant blend sounds are found in both initial and final positions (skill, task)

2.5.4 Consonant digraphs

2.5.4.1 Demonstrate that a consonant digraph is a combination of two consonants, which when pronounced, results in one speech sound; that is, neither a blend of the two letters nor the characteristic sound of either (chair, shall)

2.5.4.2 Pronounce the consonant digraphs: th - voiced (them, there, they); th - voiceless (thin, three, cloth); sh - sound heard in shoe, shop, wish; ch - sound heard in chair, child; ch - k sound as in chorus, chemistry, chrome; ch - sh sound as in chauffeur, chef, Chicago; ph - usually the f sound as in phone, graph, nephew; wh - hw sound as in when, wheel, which; wh - silent when followed by o as in whole, whose, whom; gh - sound of f as in laugh, tough, cough; gh - silent as in night, bough, light, thought; ng - sound as in sang, wing, rung; nk - sound as in bank, pink, sink; ck - sound of k as in back, sack, duck; qu - kw sound as in quick, quack (the letter "q" has no sound of its own and is almost always followed by u, which in this case does not function as a vowel)

2.5.5 Vowels

2.5.5.1 Demonstrate that each of the vowels (a, e, i, o, u) has two basic sounds, commonly referred to as "long" and "short": long a, māde; short a, căt

2.5.5.2 Differentiate between long and short sounds of vowels when heard in spoken words (long o, hōpe; short o, hŏp)

2.5.5.3 Associate the vowel letters with their variable sounds when seen in printed word forms: pĭg, gāve

2.5.5.4 Generalize that the variable sounds of vowels can be classified into two types: those with a single vowel letter and those represented by combinations of vowel letters: digraphs (oa, ai) and diphthongs (oi, oy)

2.5.5.5 Recognize that the long sound of a vowel is the same as that of its name

2.5.5.6 Associate the diacritical mark above a vowel (-) with its long sound

2.5.5.7 Associate the diacritical mark above a vowel (ŭ) with its short sound

2.5.5.8 Reproduce the short sounds of the vowels: a as in hat, e as in pet, i as in pig, o as in top, and u as in nut

2.5.5.9 Generalize that one vowel at the beginning or middle of a word usually has the short sound (at, met)

2.5.5.10 Generalize that a closed syllable is one which ends with a consonant and the vowel is short (rabbit)

2.5.5.11 Generalize that when there is only one vowel in a syllable or word (open syllable), it is usually long if it comes at the end (me, paper)

2.5.5.12 Generalize that when there are two vowels in a word, one of which is a final e, the first vowel usually has the long sound and the final e is not sounded (hide, cape)

2.5.5.13 Generalize that when the only vowel in a word is followed by r, the sound of the vowel is neither long nor short, but is controlled by the r (car, yard, barn)

2.5.5.14 Generalize that if the letter y is at the end of a one syllable word, it usually has the long sound of i, unless it is part of the digraph ay or the diphthong oy (my, sky)

2.5.5.15 Generalize that if the letter y is at the end of a word of more than one syllable, it usually stands for the short sound of i (or the long sound of e) unless it is a part of the digraph ay or the diphthong oy

2.5.5.16 Generalize that the vowel e, o, or y at the end of a word is usually long when it is the only vowel in the word (he, me, no, my)

2.5.6 Vowel digraphs

2.5.6.1 Demonstrate that two vowels appearing together and having one sound are called vowel digraphs (ee, ei, ea, ai, ey, ay, ow)

2.5.6.2 Know that when the letters ai, ay, ea, ee, oa, and ow come together the first vowel is usually long and the second is not sounded (boat-bōt)

2.5.6.3 Know that some vowel digraphs are irregular: two vowels result in a single sound but not the long sound of the first vowel: au - haul, cause, caught, haunt; eu - feud, neutral, deuce; aw - lawn, hawk, draw; oo - goose, tooth, spoon; oo - good, took, look, wood

2.5.7 Vowel diphthongs

2.5.7.1 Determine that diphthongs are two adjacent vowels, both of which contribute to the sound heard, each vowel retaining something of its identity: ou in house, oi in oil, oy in boy, ow in how (but not the ow in blow, where the sound is long o)

2.6 Dictionary

2.6.1 Exhibit many skills previously learned

2.6.2 Alphabetizing and location skills

2.6.2.1 Arrange words in alphabetical order: by initial letter, by second letter, and by third or fourth letter

2.6.2.2 Divide the dictionary into four parts: (1) a through f; (2) g through l; (3) m through r; (4) s through z

2.6.2.3 Open the dictionary quickly to the section in which the word is to be found

2.6.2.4 Identify entry words as the words in the dictionary that are explained or defined and are printed in large black type

2.6.2.5 Demonstrate the use of the guide words at the top of the page

2.6.2.6 Identify the names of letters immediately preceding and immediately following the letter being located

2.6.3 Pronunciation skills

2.6.3.1 Use pronunciation key at bottom of each page

2.6.3.2 Demonstrate understanding of the pronunciation key in the front of the dictionary

2.6.3.3 Interpret accent marks, both primary and secondary

2.6.3.4 Select proper heteronym (rec'ord or re cord'; ob'ject or ob ject')

2.6.3.5 Identify silent letters in words pronounced

2.6.3.6 Differentiate between spellings and pronunciation

2.6.3.7 Use phonetic spelling for pronunciation

2.6.3.8 Discriminate between vowel sounds

2.6.3.9 Use diacritical marks as an aid in pronunciation

2.6.3.10 Identify unstressed syllables

2.6.4 Meaning skills

2.6.4.1 Learn meanings of new words by reading simple definitions

2.6.4.2 Use pictures and meanings in dictionary to arrive at meanings

2.6.4.3 Use illustrative sentences to arrive at meanings

2.6.4.4 Differentiate between meanings of the same word

2.6.4.5 Select the specific meanings for a given context

2.6.4.6 Understand use of the concept "root word"

3.0 SIGHT VOCABULARY

3.1 Exhibit many skills previously learned

3.2 Exhibit an interest in words, old and new - derivation and usage

3.3 State a value of words as basic tools of communication

3.4 Word parts

3.4.1 Recognize own name in print

3.4.2 Recognize letter and number names

3.4.3 Differentiate between capital and small letters

3.4.4 Identify simple root words

3.4.5 Recognize affixes

3.4.6 Recognize simple compound words

3.4.7 Recognize simple syllables

3.4.8 Recognize phonemes

3.5 Identify spontaneously and accurately a basic sight vocabulary (words making up over 75 percent of all reading done on an elementary level and over 50 percent of all reading done in an entire life)

3.6 Continue additions to sight vocabulary

3.7 Understand meanings of sight words in simple context

3.8 Use sight words for independent work with commercial and/or teacher-made materials

3.9 Use sight words in language-experience type activities

4.0 USING READING SKILLS

- 4.1 Exhibit many skills previously learned
- 4.2 Silent reading
  - 4.2.1 Find the central idea of a selection
  - 4.2.2 Locate answers to specific questions
  - 4.2.3 Relate a short sequence of events
  - 4.2.4 Exhibit efficient habits of study
  - 4.2.5 Demonstrate suitable comprehension
  - 4.2.6 Read with speed according to purpose
  - 4.2.7 Read to develop reasonable accuracy
  - 4.2.8 Demonstrate pleasure in reading and broadening of interests
  - 4.2.9 Skim and/or scan material for specific purpose
  - 4.2.10 Read rapidly to find main idea or specific details
  - 4.2.11 Select relevant details
  - 4.2.12 Demonstrate ability to follow written directions
- 4.3 Oral reading
  - 4.3.1 Read for the beauty of the language
  - 4.3.2 Read for the enjoyment of the listener
  - 4.3.3 Read to develop confidence and poise in public speaking
  - 4.3.4 Read to communicate ideas through more expressive use of the voice
  - 4.3.5 Read for training in dramatics
  - 4.3.6 Share in free reading activities
  - 4.3.7 Demonstrate increased interest in various types of books
  - 4.3.8 Read aloud to sharpen listening skills
  - 4.3.9 Present orally creative illustrations and writing
  - 4.3.10 Participate in choral reading
  - 4.3.11 Re-read silently as a check
  - 4.3.12 Read as a tool for diagnosing accuracy and comprehension
  - 4.3.13 Read aloud for improvement of speech
  - 4.3.14 Exhibit improvement in ability to read in meaningful phrases instead of word by word
  - 4.3.15 Observe punctuation marks
  - 4.3.16 Use techniques of pitch, stress, and juncture to convey meaning

5.0 COMPREHENSION

- 5.1 Exhibit many skills previously learned
- 5.2 Acquisition of a meaningful vocabulary
  - 5.2.1 Use background of experiences in learning new words
  - 5.2.2 Draw upon store of language to express oneself
  - 5.2.3 React to sensory images (visual, auditory, kinesthetic, taste, smell) suggested by words
  - 5.2.4 Use concrete illustrations, models, etc., to give meaning to words
  - 5.2.5 Use pictures to expand concepts and build vocabulary
  - 5.2.6 Infer meanings from context clues and understand words in context
  - 5.2.7 Classify words according to meaning
  - 5.2.8 Recognize words with multiple meanings and select appropriate meaning for specific context
  - 5.2.9 Cite several meanings for certain words
  - 5.2.10 Extend vocabulary through using derivations and inflected forms of words
  - 5.2.11 Identify words which have the same meaning as synonyms
  - 5.2.12 Identify words which have opposite meanings as antonyms
  - 5.2.13 Identify words which sound alike and are spelled differently as homonyms
  - 5.2.14 Expand vocabulary through the use of synonyms
  - 5.2.15 Expand vocabulary through the use of antonyms
  - 5.2.16 Expand vocabulary through the use of homonyms
  - 5.2.17 Associate printed words with other symbols such as math signs, maps, musical notes
  - 5.2.18 Identify simple forms of figurative language
  - 5.2.19 Add continuously to his vocabulary by using newspapers, periodicals, and other media
  - 5.2.20 Use knowledge of words to be more precisely understood when speaking or writing
- 5.3 Learning to interpret through phrasing techniques
  - 5.3.1 Phrase
    - 5.3.1.1 Demonstrate awareness of phrasing at auditory level as a model to pattern own efforts
    - 5.3.1.2 Show visually the line of print which indicates where the phrase falls
    - 5.3.1.3 Read phrases given on flash cards
    - 5.3.1.4 Locate phrases in sentences
    - 5.3.1.5 Demonstrate reading in phrases rather than word by word
    - 5.3.1.6 Discriminate among three types of phrases: descriptive phrases, phrases indicating place, and phrases indicating time

5.3.1.7 Indicate by use of proper phrasing that the student is beginning to analyze a sentence into thought units
5.3.1.8 Draw a line under correct phrase to complete sentence
5.3.1.9 Find phrase to answer a specific question
5.3.1.10 Draw a line from phrase to a word with similar meaning
5.3.1.11 Recognize a phrase at one eye fixation

5.3.2 Sentence

5.3.2.1 Demonstrate a better understanding of sentence structure by working with basic sentence patterns listed below: subject-verb (adverbial)-He ran. He ran home; subject-verb-object-I hit the ball; subject-be-complement-He is good; subject-verb-infinitive-She wanted to play; subject-verb-indirect object-I gave her the ball; subject-verb-object-complement-We named her president
5.3.2.2 Identify the thing or person referred to by a pronoun
5.3.2.3 Use basic sentence types to improve comprehension: interrogative; exclamatory; imperative; and declarative
5.3.2.4 Demonstrate the understanding of the function of punctuation to clarify meaning and group words into thought units
5.3.2.5 Use a period following an initial, after an abbreviation, after a declarative sentence, and after an imperative sentence
5.3.2.6 Use a question mark at the end of an interrogative sentence
5.3.2.7 Use an exclamation point after an exclamatory sentence and after an interjection
5.3.2.8 Use the dash to indicate a break in a sentence or an added remark
5.3.2.9 Use a comma to separate exact words of the speaker from the rest of the sentence, to separate items in a series, to indicate a pause, to set off an explanation, and to separate phrases in a series
5.3.2.10 Use quotation marks to enclose the words of a speaker, to enclose short forms of writing titles, to enclose a word deliberately used for effect, and to set off a common expression
5.3.2.11 Use sequencing within sentences for better meaning
5.3.2.12 Exhibit awareness that the order in which words appear in the sentence determines the meaning of the sentence
5.3.2.13 Exhibit awareness that story meaning depends on sequential arrangement of words, sentences, main ideas, and supporting details

5.3.3 Paragraph

5.3.3.1 Relate sentences to other sentences in a paragraph
5.3.3.2 Identify topical sentence in a paragraph which presents key idea
5.3.3.3 Show how other sentences develop the idea presented in a topical sentence
5.3.3.4 Choose from a list of three the best topical sentence for a given paragraph
5.3.3.5 Write a topic sentence for a paragraph
5.3.3.6 Cross out a sentence that does not belong in a paragraph
5.3.3.7 Write a paragraph for a topic sentence
5.3.3.8 Identify relationships between paragraphs which make up a unit

5.4 Learning to read for specific purposes

5.4.1 The main idea (see above paragraph competencies)

5.4.1.1 Locate main idea whether at beginning, middle, or end of paragraph
5.4.1.2 Identify sentences in a paragraph which list supporting details

5.4.2 Answers to specific questions

5.4.2.1 Locate the word within the sentence which answers a question or fact
5.4.2.2 Locate the sentence within the paragraph which answers a question or fact
5.4.2.3 Find specific information in a newspaper
5.4.2.4 Find specific information on a menu
5.4.2.5 Locate specific information from a telephone directory
5.4.2.6 Locate specific information from a card catalog
5.4.2.7 Locate specific information from a table of contents
5.4.2.8 Locate specific information from maps, graphs, and charts

5.4.3 Details

5.4.3.1 Recognize purposes for a given reading task
5.4.3.2 Recall details from background experiences
5.4.3.3 Note details from picture story
5.4.3.4 Recall details (when given hints and encouragement) from passages read
5.4.3.5 Answer questions about passage after it is read
5.4.3.6 Paraphrase simple paragraph after it is read
5.4.3.7 Draw pictures to describe scene showing details gleaned from passage read
5.4.3.8 Paraphrase simple paragraph (or other selections) read silently when given the purpose of reading for details
5.4.3.9 Answer specific questions about a paragraph after silent reading
5.4.3.10 Fill in blanks by using a word that was used in context in a passage read silently

5.4.3.11 Describe people, places, and things in experiences
5.4.3.12 Label by using descriptive words
5.4.3.13 Make illustrations to fit descriptions
5.4.3.14 Select descriptive words
5.4.3.15 Make pictures illustrating main point in the story
5.4.3.16 Select a descriptive word from the story
5.4.3.17 Understand how descriptive words support the ideas conveyed by the author
5.4.3.18 Identify characters in the story
5.4.3.19 Understand the relationship among the characters to the total context
5.4.3.20 Obtain clearer understanding of context because of correct interpretation of punctuation cues
5.4.3.21 Recognize emotional reactions of characters in different situations
5.4.3.22 Evaluate characters in the light of experiential background
5.4.3.23 Recognize outlining as one means of organizing details to gain greater depth of comprehension for recalling or retelling

5.4.4 Sequences of events
5.4.4.1 Speak in correct sequential order
5.4.4.2 Tell things in relevant order
5.4.4.3 Demonstrate understanding of the arrangement of a book
5.4.4.4 Anticipate actions or outcomes of a story
5.4.4.5 Recognize that a story has a beginning and an ending
5.4.4.6 Restate sequence of details in a story heard
5.4.4.7 Restate sequence of details in a picture story
5.4.4.8 Use logical and sequential order in expressing ideas
5.4.4.9 Understand the main idea of a story
5.4.4.10 Interpret the main idea, action, and events of the story in correct sequence
5.4.4.11 Recognize the importance of the setting of the story and of the sequence of events
5.4.4.12 Share reading experiences with others
5.4.4.13 Use logical order in expressing ideas and of the importance of word order to the meaning of the sentence
5.4.4.14 Recognize that the story meaning depends on sequential arrangement of words, sentences, main ideas, and supporting details
5.4.4.15 Recognize "signal words" in selection; e.g., to begin with, next, not long after, then, finally
5.4.4.16 Summarize a story
5.4.4.17 Understand that summaries may be in either oral or written form
5.4.4.18 Organize facts pertaining to one subject by writing a short summary of their content
5.4.4.19 Place pictures in order of occurrence

5.4.5 Anticipating outcomes
5.4.5.1 Demonstrate a logical conclusion from a story that is heard when two or more examples of conclusions are given
5.4.5.2 Anticipate outcomes from a picture story
5.4.5.3 Predict what the story will be about from a series of pictures shown
5.4.5.4 Predict ending of the story when the beginning is given
5.4.5.5 Predict what story will be about from the title or chapter headings
5.4.5.6 Revise predictions in the light of new information
5.4.5.7 Paraphrase the conclusion of a story
5.4.5.8 Underline the sentence that best expresses the outcome of each story

5.4.6 Following directions
5.4.6.1 Listen attentively for appropriate periods of time
5.4.6.2 Listen to directions and go about directed tasks in efficient manner
5.4.6.3 Relinquish other tasks
5.4.6.4 Listen to directions without interrupting
5.4.6.5 Understand words used in directions
5.4.6.6 Understand specialized vocabulary presented in directions
5.4.6.7 Follow longer and more complex directions
5.4.6.8 Take clues from certain signal words in directions for organizing
5.4.6.9 Follow a specific set of directions to complete a task

5.5 Coordinating rate with comprehension
5.5.1 Demonstrate reading in left-right progression
5.5.2 Reduce number of regressions to improve rate and comprehension
5.5.3 Demonstrate phrase reading as opposed to reading word by word
5.5.4 Use appropriate breath control for phrasing
5.5.5 Choose appropriate reading technique - flexibility
5.5.6 Scan for specific information
5.5.7 Skim to locate specific information
5.5.8 Read materials for a variety of purposes
5.5.9 Reading rates
5.5.9.1 Show appropriate rate for difficult and/or technical material or study type reading
5.5.9.2 Increase rate for pleasure reading and illustrative or pictorial type reading

6.0 FUNCTIONAL READING

- 6.1 Locating information
  - 6.1.1 Using book aids
    - 6.1.1.1 Find information through use of a table of contents
    - 6.1.1.2 Locate information through use of the index
    - 6.1.1.3 Examine a book to find title page and author
    - 6.1.1.4 Examine a book to find key or guide words
    - 6.1.1.5 Examine a book to find publisher's name and address
    - 6.1.1.6 Examine a book to find copyright date
  - 6.1.2 Card catalog
    - 6.1.2.1 Locate books according to classification and call numbers
    - 6.1.2.2 Locate information through author, title, and subject card
  - 6.1.3 Encyclopedia
    - 6.1.3.1 Know names of encyclopedias
    - 6.1.3.2 Know the meaning of some letter characters in the back of each volume
    - 6.1.3.3 Understand alphabetical arrangement
    - 6.1.3.4 Locate topics through use of alphabetical sequence
    - 6.1.3.5 Compare dictionaries and encyclopedias for location of different information
  - 6.1.4 Other reference materials
    - 6.1.4.1 Atlas and maps
      - 6.1.4.1.1 Find answers for questions on location, relative size, direction, and distance
      - 6.1.4.1.2 Use to explain latitude and longitude
    - 6.1.4.2 Magazines and newspapers
      - 6.1.4.2.1 Gain current information
      - 6.1.4.2.2 Compare current and other information
- 6.2 Developing functional comprehension skills
  - 6.2.1 Specialized vocabularies
    - 6.2.1.1 Know functionally the basic social studies vocabulary
    - 6.2.1.2 Know functionally the basic science vocabulary
    - 6.2.1.3 Know functionally the basic arithmetic vocabulary
    - 6.2.1.4 Know functionally the basic language arts vocabulary
  - 6.2.2 Applying comprehension skills in content areas
    - 6.2.2.1 Demonstrate knowledge of textbook organization referring to book aids
    - 6.2.2.2 Demonstrate functional use of arithmetic and science collateral materials: (i.e., rulers, number lines, clocks, and thermometers)
    - 6.2.2.3 Demonstrate functional use of social studies collateral materials: (i.e., atlas, maps, and globes)
    - 6.2.2.4 Use films, charts, etc., to understand new concepts
    - 6.2.2.5 Read for specific purposes
    - 6.2.2.6 Participate in critical thinking and analysis
    - 6.2.2.7 Read for main ideas and for organization
    - 6.2.2.8 List in one column the points given and in the second column the points needed
    - 6.2.2.9 Translate verbal symbols into mathematical symbols and formulas
    - 6.2.2.10 Read for relationships
    - 6.2.2.11 Analyze carefully selected mathematical symbols, formulas, graphs, illustrations, etc.
    - 6.2.2.12 Follow a given procedure to learn the meaning of all words
    - 6.2.2.13 Follow a given procedure to find what the problem asks for
    - 6.2.2.14 Follow a given procedure to decide what facts are needed to find a solution to the problem
    - 6.2.2.15 Follow a given procedure to decide what mathematical process is required (addition, subtraction, etc.)
    - 6.2.2.16 Identify the order for solving a problem
    - 6.2.2.17 Illustrate a problem using manipulatives or pictures
    - 6.2.2.18 Contrast the way words are used in arithmetic and in other areas
    - 6.2.2.19 Learn the proper symbols and abbreviations (ft. = foot, $10^3 = 1000$)
    - 6.2.2.20 Understand vocabulary and comprehend technical symbols, graphs, maps, charts, diagrams, formulas, scales, and equations
    - 6.2.2.21 Organize material in an experiment
    - 6.2.2.22 Understand films that illustrate and develop concepts
    - 6.2.2.23 Adjust reading speed to difficulty of material
    - 6.2.2.24 Use the problem-solving technique: formulate hypotheses, collect evidence, evaluate and organize evidence, form a conclusion, test a conclusion, and use information gained
  - 6.2.3 Learning to organize and record what one reads
    - 6.2.3.1 Outlining
      - 6.2.3.1.1 Organize a series of objects into specific categories
      - 6.2.3.1.2 Select main ideas in a series of paragraphs
      - 6.2.3.1.3 Group details about main ideas
      - 6.2.3.1.4 Use outline form

6.2.3.1.5 Check outlines against teacher-prepared outline of some materials

6.2.3.2 Note taking
- 6.2.3.2.1 Keep notes from different classes in notebooks
- 6.2.3.2.2 Make notes brief and to the point
- 6.2.3.2.3 Use quotation marks whenever the writer's or speaker's words are quoted
- 6.2.3.2.4 Copy definitions, formulas, and statistics exactly
- 6.2.3.2.5 Move on if a point is missed allowing room to add later
- 6.2.3.2.6 Combine notes on the same topic
- 6.2.3.2.7 Make notes of items emphasized, frequently repeated, to be examined and/or written on the blackboard
- 6.2.3.2.8 Organize notes, indenting supporting points and subtopics

6.2.3.3 Summarizing
- 6.2.3.3.1 Select the main idea of a paragraph
- 6.2.3.3.2 Note how various writers introduce the topic or summarizing idea
- 6.2.3.3.3 Paraphrase selected works of poetry
- 6.2.3.3.4 Select the best summary
- 6.2.3.3.5 Outline graphically a paragraph on a scientific topic

6.2.4 Learning to remember what one reads
- 6.2.4.1 Survey by looking at pictures and reading title and first and last paragraphs
- 6.2.4.2 Formulate questions that selection may answer
- 6.2.4.3 Read for specific purposes
- 6.2.4.4 Review to see if questions were answered in selection

7.0 RECREATIONAL READING

- 7.1 Exhibit many skills previously learned
- 7.2 Exhibit signs of interest and enjoyment while listening
- 7.3 Express satisfaction in present recreational interests and tasks through reading
- 7.4 Appreciate reading as a voluntary leisure time activity
- 7.5 Select interesting, enjoyable, and appropriate reading material
- 7.6 Develop more varied, more mature, and more refined reading tastes without losing motivation
- 7.7 Appreciate oral reading as a means of entertaining others
- 7.8 Develop discriminative taste with regard to literary merits of reading matter
- 7.9 Question intelligently the "why" of happenings
- 7.10 Note similarities and differences in reading material
- 7.11 Develop ability to use library efficiently in selecting materials
- 7.12 Develop an interest in visiting libraries regularly
- 7.13 Develop an interest in owning books
- 7.14 Achieve personal development through reading

8.0 SKILLS OF APPRECIATION

- 8.1 Exhibit many skills previously learned
- 8.2 Types - prose, poetry, drama
  - 8.2.1 Identify by form the three types of writing
  - 8.2.2 Recognize that the three types of "writing" may be presented through speaking, writing, or acting and through varied other media
  - 8.2.3 Cite evidence that a selection is factual or fictional or a combination
  - 8.2.4 Indicate which statements are facts and which are opinions
  - 8.2.5 Sort written statements according to whether they are facts or opinions
  - 8.2.6 Select statements of fact and opinion from written materials
  - 8.2.7 Read critically to obtain facts
  - 8.2.8 Identify facts from pictorial material
  - 8.2.9 Read biographies to determine facts
  - 8.2.10 Differentiate between factual and fictionalized biographies
  - 8.2.11 Identify humorous elements of communication (spoken, written, pictured, acted)
  - 8.2.12 Identify persuasive elements of oral and written language
  - 8.2.13 Identify argumentative elements of oral and written language
  - 8.2.14 Classify literary selections according to fable, folktale, myth, biography, autobiography, tall tale, or historical fiction
- 8.3 Style
  - 8.3.1 Manner of speech
    - 8.3.1.1 Note differences in meaning with changes in pitch and juncture
    - 8.3.1.2 Note differences in quality of communication when articulation, posture, and gestures are appropriate
    - 8.3.1.3 Recognize the ways in which dialects differ
  - 8.3.2 Period
    - 8.3.2.1 Identify period of literary work by noting details
    - 8.3.2.2 Notice that some literary works are timeless

8.3.3 Written
- 8.3.3.1 Recognize differences in style of news item and other writing
- 8.3.3.2 Distinguish between descriptive and narrative writings

8.3.4 Rhythm
- 8.3.4.1 Recognize that poetry has rhythm
- 8.3.4.2 Recognize that prose may include rhythm
- 8.3.4.3 Recognize that songs are poems set to music

8.3.5 Visual clarity
- 8.3.5.1 Identify elements of writing which appeal to the five senses to promote clarity
- 8.3.5.2 Change word choices to determine which convey ideas better

8.3.6 Words used
- 8.3.6.1 Recognize metaphors
- 8.3.6.2 Recognize similes
- 8.3.6.3 Recognize personifications
- 8.3.6.4 Use figures of speech in creative writing
- 8.3.6.5 Compare writing which does and does not include figurative language

8.4 Quality
- 8.4.1 Distinguish between reality and fantasy
- 8.4.2 Determine author's purpose
- 8.4.3 Recognize fundamental honesty
- 8.4.4 Distinguish between fact and fiction

DEVELOPMENTAL READING

JUNIOR HIGH SCHOOL

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 VOCABULARY

- 1.1 Context clues
  - 1.1.1 Cite in printed materials an example of each of the following types of context clues: definition, comparison, and contrast
  - 1.1.2 Place an accent upon the correct syllable by using context as a guide - contest' or con'test
  - 1.1.3 Choose the correct meaning for a word using context as a guide
- 1.2 Structural analysis
  - 1.2.1 Root words or base words
    - 1.2.1.1 Identify root words in a derivative
    - 1.2.1.2 Compile a list of derivatives from a single base word
    - 1.2.1.3 Form plurals for a given list of words
    - 1.2.1.4 Recognize inflectional endings
  - 1.2.2 Affixes
    - 1.2.2.1 Prefixes
      - 1.2.2.1.1 Identify the commonly used prefixes
      - 1.2.2.1.2 Know the meaning of the commonly used prefixes
      - 1.2.2.1.3 Understand how prefixes change meaning
    - 1.2.2.2 Suffixes
      - 1.2.2.2.1 Understand the meaning of commonly used suffixes
      - 1.2.2.2.2 Procedures for adding suffixes
        - 1.2.2.2.2.1 Add letters when necessary
        - 1.2.2.2.2.2 Replace letters when necessary
      - 1.2.2.2.3 Understand how suffixes change the function of a word
  - 1.2.3 Compound words
    - 1.2.3.1 List compound words in specified material
    - 1.2.3.2 Identify compound words in joined, hyphenated, and separate word forms
  - 1.2.4 Prove knowledge of syllabification by dividing a given list of words into syllables
  - 1.2.5 Accent
    - 1.2.5.1 Mark accented syllables in a given list of words
    - 1.2.5.2 Understand the effect on meaning of a shift in accent in homographs
- 1.3 Dictionary
  - 1.3.1 Cite the advantages of using the dictionary
  - 1.3.2 Explain the dictionary format
  - 1.3.3 Define the following: guide words, entry words, phonetic re-spelling, and definition
  - 1.3.4 List types of dictionaries
- 1.4 Other vocabulary aspects
  - 1.4.1 Recognize the changes in language
  - 1.4.2 Construct a list of homonyms
  - 1.4.3 Supply synonyms for a given list of words
  - 1.4.4 Match antonyms to a given list of words
  - 1.4.5 Recognize the following methods by which new words enter our language: acronyms, words from proper nouns, supply the missing word in an analogy, define conotation, and recognize cognates of the word

2.0 COMPREHENSION

- 2.1 Main idea
  - 2.1.1 Underline the topic sentence in a paragraph
  - 2.1.2 Choose a title for a story
  - 2.1.3 Construct a main topic outline of a story
- 2.2 Supporting details
  - 2.2.1 Choose supporting details from a list for placement under main topics
  - 2.2.2 Choose supporting details from context
- 2.3 Sequence
  - 2.3.1 Arrange events in chronological order
  - 2.3.2 Organize directions in sequential order
  - 2.3.3 Construct a time line
- 2.4 Following directions
  - 2.4.1 Organize data according to directions
  - 2.4.2 Interpret directions for specific procedures
  - 2.4.3 Fill out correctly a job application
  - 2.4.4 Fill out correctly a driver's license application
- 2.5 Comparison and contrast
  - 2.5.1 Recognize the comparison style of writing
  - 2.5.2 Recognize the contrast style of writing
  - 2.5.3 Classify paragraphs as to style
- 2.6 Anticipate suitable ending to a story
- 2.7 Cause and effect
  - 2.7.1 Formulate consequences based on given actions
  - 2.7.2 Invent plausible effects of given causes
  - 2.7.3 Invent plausible causes for given effects

3.0 CRITICAL READING

- 3.1 Distinguishing fact from opinion
  - 3.1.1 Catagorize materials as fact or opinion
  - 3.1.2 Cite evidence to substantiate facts
  - 3.1.3 Distinguish between reality and fantasy
- 3.2 Establishing authenticity of source
  - 3.2.1 Check author's credentials
  - 3.2.2 Determine copyright date
  - 3.2.3 Check author's purpose
- 3.3 Detecting propaganda
  - 3.3.1 Define propaganda
  - 3.3.2 Cite examples of the following types of propaganda: "glad names", testimonials, bandwagon, and flattery
- 3.4 Verify author's purpose, stated or inferred
- 3.5 Underline irrelevant sentences in a paragraph
- 3.6 Incongruities
  - 3.6.1 Define incongruity
  - 3.6.2 Cite an incongruity in given material

4.0 STUDY SKILLS

- 4.1 Study habits
  - 4.1.1 Develop a personal list of effective study habits
  - 4.1.2 Understand purpose for reading
  - 4.1.3 Rate and reading technique
    - 4.1.3.1 Adjust rate and reading technique to material and purpose
    - 4.1.3.2 Demonstrate the technique of scanning
    - 4.1.3.3 Use the skimming technique
    - 4.1.3.4 Understand study reading technique
  - 4.1.4 Define SQ3R (Survey Question Read, recite and review (re-read)
  - 4.1.5 Define TQLR (Tune in Question Listen Review)
  - 4.1.6 Devise a schedule for test preparation
- 4.2 Locational skills
  - 4.2.1 Parts of a book
    - 4.2.1.1 Define frontispiece
    - 4.2.1.2 Define preface
    - 4.2.1.3 Define foreword
    - 4.2.1.4 Find copyright date of a book
    - 4.2.1.5 List uses of table of contents
    - 4.2.1.6 Locate appendices
    - 4.2.1.7 Find page numbers for specific topics in the index
    - 4.2.1.8 Define glossary
    - 4.2.1.9 Locate the bibliography
    - 4.2.1.10 Use boldface, italics, headings, subheadings, marginal notes, and headnotes purposefully
    - 4.2.1.11 Interpret maps, graphs, charts, diagrams, cartoons, tables, time lines, etc.
  - 4.2.2 Library skills
    - 4.2.2.1 Draw a map showing location of library materials
    - 4.2.2.2 Card catalog
      - 4.2.2.2.1 Draw an example of each of the three library cards
      - 4.2.2.2.2 Dewey Decimal and Library of Congress Classifications
        - 4.2.2.2.2.1 Memorize the Dewey Decimal Classification System's main categories
        - 4.2.2.2.2.2 Explain Library of Congress Classification System
    - 4.2.2.3 Reference material
      - 4.2.2.3.1 Choose correct reference for given subject
      - 4.2.2.3.2 Understand notation of Reader's Guide to Periodical Literature
    - 4.2.2.4 Non-reference material
      - 4.2.2.4.1 Know the format of a daily newspaper
      - 4.2.2.4.2 Use a variety of magazines
    - 4.2.2.5 Multi-media information
      - 4.2.2.5.1 Know the extent of material available from microfilm, filmstrip, cassette, film, tape, etc.
      - 4.2.2.5.2 Operate audiovisual devices
  - 4.2.3 List community resources available for information
- 4.3 Using information
  - 4.3.1 Material evaluation
    - 4.3.1.1 Establish authenticity of material
    - 4.3.1.2 Check accuracy of material

4.3.1.3 Investigate revelance of material
4.3.1.4 Recognize importance of material
4.3.2 Apply correct procedure for designated purpose in following directions
4.3.3 Note taking
4.3.3.1 Paraphrase a statement
4.3.3.2 Record accurate bibliography information
4.3.4 Make a three-point outline
4.3.5 Summarizing
4.3.5.1 Define synopsis
4.3.5.2 Prepare a book report
4.3.6 Classifying and categorizing
4.3.6.1 Recognize methods--differences and/or similarities
4.3.6.2 Recognize difference of degree
4.3.6.3 Recognize a whole and its parts
4.3.6.4 Recognize qualities of a thing
4.3.6.5 Recognize function of a thing
4.3.7 Preparing reports
4.3.7.1 Organize materials into logical topics
4.3.7.2 Use a style sheet
4.3.7.3 Demonstrate proofreading technique
4.4 Reading in the content areas
4.4.1 Recognize specialized vocabulary in each subject area
4.4.2 Know meanings of symbols and technical terms
4.4.3 Recognize author's organization of material
4.4.4 Apply appropriate study technique to specific content material
4.4.5 Recognize the concept load in subject area material

5.0 LITERARY SKILLS

5.1 Recognize the following genres: novel, short story, drama, fables, legends, myths, tall tales, anecdotes, diaries, journalism, biography, autobiography, mystery tales, and poetry
5.2 Recognize the following types of poetry: folk ballad, limerick, free verse, haiku, and cinquain
5.3 Levels of English usage
5.3.1 Recognize formal usage in formal invitations, presidential addresses, etc.
5.3.2 Understand standard English usage in fictional material, newspapers, and magazines
5.3.3 Informal speech
5.3.3.1 Know when informal speech is appropriate
5.3.3.2 Define slang
5.3.3.3 Define dialect
5.3.3.4 Define colloquialism
5.3.3.5 Define idioms
5.4 Styles of English usage
5.4.1 Define irony
5.4.2 Locate humorous devices in a given selection
5.4.3 Recognize satire
5.4.4 Choose a descriptive word for mood and tone of a selection
5.5 Authors
5.5.1 Differentiate between first person and third person point of view
5.5.2 Know some facts about the life of the author
5.5.3 Choose a word from the following list to describe the author's purpose: entertain, inform, teach, moralize, or influence
5.6 Plot structure
5.6.1 Diagram the elements of plot structure, including introduction, rising action, climax, and conclusion
5.6.2 Identify the three basic conflicts: man vs. man, man vs. nature or society, and man vs. himself
5.6.3 Compose a sentence which indicates the major theme of a selection
5.7 Time
5.7.1 Define flashback
5.7.2 Cite an example of the flashback technique
5.7.3 Define foreshadowing
5.7.4 Cite an example of foreshadowing
5.7.5 Cite an example of inferred time through costume and/or setting clues
5.7.6 Plot sequential time of a given selection
5.8 Setting
5.8.1 Cite an example of direct description of setting
5.8.2 Infer setting from costume, and/or custom, dialogue, etc.
5.9 Characterization
5.9.1 Identify standard character types
5.9.2 Match character traits with story characters
5.9.3 Recognize character portraying devices, such as character's actions and dialogue, other people's actions and dialogue, and direct comment by the author

5.10 Language patterns
- 5.10.1 Recognize common symbols and their meaning
- 5.10.2 Choose local-color words from specified material
- 5.10.3 Categorize words according to the sensory images aroused
- 5.10.4 Figurative language
  - 5.10.4.1 Recognize difference between literal and figurative language
  - 5.10.4.2 Types of figurative language
    - 5.10.4.2.1 Metaphor
      - 5.10.4.2.1.1 Define metaphor
      - 5.10.4.2.1.2 Cite an example of metaphor
    - 5.10.4.2.2 Simile
      - 5.10.4.2.2.1 Define simile
      - 5.10.4.2.2.2 Cite an example of simile
    - 5.10.4.2.3 Onomatopoeia
      - 5.10.4.2.3.1 Define onomatopoeia
      - 5.10.4.2.3.2 Locate in specified material examples of onomatopoeia
    - 5.10.4.2.4 Alliteration
      - 5.10.4.2.4.1 Define alliteration
      - 5.10.4.2.4.2 Compose a list of alliterative words
    - 5.10.4.2.5 Hyperbole
      - 5.10.4.2.5.1 Define hyperbole
      - 5.10.4.2.5.2 Rewrite a sentence to show hyperbole
    - 5.10.4.2.6 Personification
      - 5.10.4.2.6.1 Define personification
      - 5.10.4.2.6.2 Write a sentence illustrating personification
- 5.10.5 Play on words
  - 5.10.5.1 Recognize a pun
  - 5.10.5.2 Recognize a spoonerism
  - 5.10.5.3 Invent new slang to replace hackneyed expressions

5.11 Poetry
- 5.11.1 Identify the following purposes of poetry: amusement or entertainment, teaching, story-telling, mood creation, and word patterns
- 5.11.2 Poetic devices
  - 5.11.2.1 Rhythm
    - 5.11.2.1.1 Recognize and mark stressed and unstressed syllables
    - 5.11.2.1.2 Diagram a rhythmic pattern
  - 5.11.2.2 Rhyme
    - 5.11.2.2.1 Identify a rhyme scheme
    - 5.11.2.2.2 Diagram a rhyme scheme

5.12 Drama
- 5.12.1 Understand drama form
- 5.12.2 Understand dramatic devices which show: time and the passage of time, costume, setting, and offstage actions and events
- 5.12.3 Draw a stage diagram showing upstage, downstage, left and right
- 5.12.4 Stage directions
  - 5.12.4.1 Define sotto voce
  - 5.12.4.2 Define exunt
  - 5.12.4.3 Define stage whisper

6.0 CREATIVE READING

- 6.1 Propose different plausible outcomes to a story or solutions for a problem
- 6.2 Suggest sequels to a story
- 6.3 Identify story characters with known persons
- 6.4 Literary form
  - 6.4.1 Prepare a poem for choral reading
  - 6.4.2 Dramatize a story
  - 6.4.3 Place story in another setting and time
- 6.5 Hypothesize about activities, problems, and feelings of story characters
- 6.6 Hypothesize about further consequences from story character's actions
- 6.7 Explore the decision-making process through the role-playing technique
- 6.8 Understand diverse points of view
- 6.9 Empathize that personal experience affects emotional response to printed material
- 6.10 Discuss values implied in stories
- 6.11 Develop respect for the beliefs of others
- 6.12 Appreciate the culture and heritage of others
- 6.13 Express a personal point of view of printed material
- 6.14 Develop a love for recreational reading
- 6.15 Explore vocational reading
- 6.16 Practice oral reading in an audience situation

DEVELOPMENTAL READING

SENIOR HIGH SCHOOL

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 VOCABULARY

- 1.1 Context clues
  - 1.1.1 Cite in printed material an example of each of the following types of context clues: summary and inference from mood or tone of material
  - 1.1.2 Place an accent upon correct syllable by using context as a clue - ob'ject or ob ject'
  - 1.1.3 Choose the correct meaning for a word using context as a guide
- 1.2 Structural analysis
  - 1.2.1 Root or base words
    - 1.2.1.1 Identify root words in a derivative
    - 1.2.1.2 Understand the meaning of the commonly used Latin and Greek roots
    - 1.2.1.3 Compile a list of words from a given base word
    - 1.2.1.4 Form plurals for a given list of words
  - 1.2.2 Affixes
    - 1.2.2.1 Prefixes
      - 1.2.2.1.1 Identify the commonly used prefixes
      - 1.2.2.1.2 Know the meaning of the commonly used prefixes
      - 1.2.2.1.3 Understand how prefixes change meaning
    - 1.2.2.2 Suffixes
      - 1.2.2.2.1 Understand the meaning of commonly used suffixes
      - 1.2.2.2.2 Procedures for adding suffixes
        - 1.2.2.2.2.1 Add letters when necessary
        - 1.2.2.2.2.2 Replace letters when necessary
      - 1.2.2.2.3 Understand how suffixes change the function of a word
  - 1.2.3 List compound words in specified material
  - 1.2.4 Apply knowledge of syllabification by dividing into syllables a given list of words
  - 1.2.5 Accent
    - 1.2.5.1 Mark accented syllables in a given list of words
    - 1.2.5.2 Understand the effect on meaning of a shift in accent in homographs
- 1.3 Dictionary
  - 1.3.1 Recognize the value of the dictionary
  - 1.3.2 Explain the dictionary format
  - 1.3.3 Define etymology
  - 1.3.4 Trace the etymology of a given word
  - 1.3.5 Investigate the various types of dictionaries
- 1.4 Other vocabulary aspects
  - 1.4.1 Trace language changes from Anglo-Saxon, Middle English to present day
  - 1.4.2 Construct a list of homonyms
  - 1.4.3 Choose synonyms from a thesarus for a given list of words
  - 1.4.4 Match antonyms to a given list of words
  - 1.4.5 Recognize the following methods by which new words enter our language: acronym and words from proper nouns
  - 1.4.6 Supply the missing word in an analogy
  - 1.4.7 Differentiate between conotation and denotation
  - 1.4.8 Define palindrome

2.0 COMPREHENSION

- 2.1 Main idea
  - 2.1.1 Identify the topic sentence in a paragraph
  - 2.1.2 Construct a topic sentence for a paragraph in which there is no topic sentence
  - 2.1.3 Supply a title for a story
  - 2.1.4 Construct a main topic outline of a story
- 2.2 Supporting details
  - 2.2.1 Choose supporting details for placement under main topics in an outline
  - 2.2.2 Choose details to verify a statement
  - 2.2.3 Choose details to enrich an idea
- 2.3 Sequence
  - 2.3.1 Arrange events in a chronological order
  - 2.3.2 Organize directions in sequential order
  - 2.3.3 Construct a time line
- 2.4 Following directions
  - 2.4.1 Organize data according to specific directions
  - 2.4.2 Interpret directions for specific procedures
  - 2.4.3 Fill out correctly a job application, driver's license application and/or a college entrance application
- 2.5 Comparison and contrast
  - 2.5.1 Recognize the comparison pattern of writing
  - 2.5.2 Recognize the contrast pattern of writing
- 2.6 Anticipate plausible endings for a story

2.7 Cause and effect
- 2.7.1 Recognize the cause and effect pattern of writing
- 2.7.2 Formulate consequences based on given causes
- 2.7.3 Invent plausible effects for given causes
- 2.7.4 Invent plausible causes for given effects

3.0 CRITICAL READING

3.1 Distinguishing fact from opinion
- 3.1.1 Catagorize material as fact or opinion
- 3.1.2 Cite evidence to substantiate a statement
- 3.1.3 Discriminate between reality and fantasy

3.2 Authenticity of source
- 3.2.1 Check author's credentials
- 3.2.2 Determine copyright date
- 3.2.3 Investigate author's purpose
- 3.2.4 Evaluate bibliography

3.3 Detecting propaganda
- 3.3.1 Define propaganda
- 3.3.2 Cite examples of the following types of propaganda: "bad names", transfer, "plain folks", glittering generalities, and card stacking
- 3.3.3 Categorize editorial cartoons from several newspapers as to bias of paper on an issue
- 3.3.4 Study an issue longitudinally to determine series of propaganda techniques and strategies employed

3.4 Author's intent or purpose
- 3.4.1 Check author's statement of purpose
- 3.4.2 Recognize author's bias and propaganda
- 3.4.3 Make critical judgments by analyzing author's diction, style, or tone

3.5 Underline irrelevant sentences in a paragraph

3.6 Incongruities
- 3.6.1 Define incongruity
- 3.6.2 Identify incongruities in specified material
- 3.6.3 Define anachronism
- 3.6.4 Detect anachronisms in specified material

3.7 Ambiguities
- 3.7.1 Define ambiguity
- 3.7.2 List ambiguities in specified material

4.0 STUDY SKILLS

4.1 Study habits
- 4.1.1 Develop a personal list of effective study habits
- 4.1.2 Understand purpose for reading
- 4.1.3 Rate and reading technique
  - 4.1.3.1 Adjust rate and reading technique to material and purpose
  - 4.1.3.2 Demonstrate the technique of scanning
  - 4.1.3.3 Use the skimming technique
  - 4.1.3.4 Understand study reading techniques
- 4.1.4 Demonstrate the use of SQ3R
- 4.1.5 Understand TQLR (Tune in Question Listen Review)
- 4.1.6 Devise a schedule for test preparation

4.2 Locational skills
- 4.2.1 Parts of a book
  - 4.2.1.1 Define frontispiece
  - 4.2.1.2 Define preface
  - 4.2.1.3 Find copyright date of a book
  - 4.2.1.4 Define foreword
  - 4.2.1.5 List uses of table of contents
  - 4.2.1.6 Locate appendices
  - 4.2.1.7 Find page numbers for specific topics in the index
  - 4.2.1.8 Define glossary
  - 4.2.1.9 Locate bibliography
  - 4.2.1.10 Know the purpose of boldface, italics, subheadings, marginal notes, and headnotes
  - 4.2.1.11 Interpret maps, graphs, charts, diagrams, tables, time lines, etc.
- 4.2.2 Library skills
  - 4.2.2.1 Draw a map showing location of library materials
  - 4.2.2.2 Card catalog
    - 4.2.2.2.1 Draw an example of each of the three library cards
    - 4.2.2.2.2 Know the Dewey Decimal Classification System
    - 4.2.2.2.3 Explain the Library of Congress Classification System

4.2.2.3 Reference material
4.2.2.3.1 Choose the correct reference for a given subject or topic
4.2.2.3.2 Understand the notation of Reader's Guide to Periodical Literature
4.2.2.4 Non-reference material
4.2.2.4.1 Know the format of a daily newspaper
4.2.2.4.2 Use a variety of magazines
4.2.2.5 Multi-media information
4.2.2.5.1 Know the extent of material available from microfilm, filmstrip, cassette, etc.
4.2.2.5.2 Operate audiovisual devices
4.2.3 Explore community resources for information on a given topic
4.3 Using information
4.3.1 Material evaluation
4.3.1.1 Establish authenticity of material
4.3.1.2 Check accuracy of material
4.3.1.3 Investigate relevance of material
4.3.1.4 Prove importance of material through selection and/or elimination
4.3.2 Apply correct procedure for designated purpose
4.3.3 Note taking
4.3.3.1 Paraphrase a passage
4.3.3.2 Record accurate bibliography information
4.3.4 Make a four-point outline
4.3.5 Summarizing
4.3.5.1 Differentiate among precis, abstract, and synopsis
4.3.5.2 Prepare a book report
4.3.6 Recognize methods of classifying
4.3.7 Preparing reports
4.3.7.1 Organize material into logical topics
4.3.7.2 Use style manual correctly
4.3.7.3 Demonstrate proofreading technique
4.4 Reading in the content areas
4.4.1 Recognize specialized vocabulary in each subject area
4.4.2 Know meanings of symbols and technical terms
4.4.3 Recognize author's organization of material
4.4.4 Apply appropriate study techniques to specific content material
4.4.5 Recognize the concept load in subject area material

5.0 LITERARY SKILLS

5.1 Genres
5.1.1 Recognize the following types of poetry: literary ballads, sonnet, epic, lyric, elegy, and diamante
5.1.2 Recognize allegory
5.1.3 Recognize letters
5.1.4 Recognize editorials
5.1.5 Recognize addresses
5.2 Levels of English usage
5.2.1 Recognize formal usage in formal invitations, presidential addresses, etc.
5.2.2 Understand standard English usage in fictional material, newspapers, and magazines
5.2.3 Informal speech
5.2.3.1 Know when informal speech is appropriate
5.2.3.2 Compose new slang expressions
5.3 Styles of English usage
5.3.1 Recognize cynicism
5.3.2 Recognize caricature
5.4 Authors
5.4.1 Discern author's point of view
5.4.2 Classify authors into groups such as countries, type of writing, etc.
5.4.3 Construct a time line for author's life and important historical events
5.4.4 Discuss author's purpose and intent
5.4.5 Recognize author's attitude toward his reader
5.5 Plot structure
5.5.1 Diagram elements of plot structure
5.5.2 Identify basic conflict in a given selection
5.5.3 Extract minor theme from plot
5.6 Indicate method by which time is portrayed in a given selection
5.7 Setting
5.7.1 Cite an example of direct description of setting
5.7.2 Infer setting from costume, customs, dialogue, clues, etc.
5.8 Characterization
5.8.1 Classify characters into static or kinetic categories
5.8.2 Recognize commonly used character portrayal devices
5.8.3 List character traits for story characters

5.9 Language Patterns
- 5.9.1 Recognize symbolic language, including allegory
- 5.9.2 Adapt a story to another setting by using local-color words
- 5.9.3 Identify sensory words in specified material
- 5.9.4 Figurative language
  - 5.9.4.1 Recognize the difference between literal and figurative language
  - 5.9.4.2 Types of figurative language
    - 5.9.4.2.1 Idioms
      - 5.9.4.2.1.1 Define idioms
      - 5.9.4.2.1.2 Locate idioms in specified material
    - 5.9.4.2.2 Caricature
      - 5.9.4.2.2.1 Define caricature
      - 5.9.4.2.2.2 Recognize caricature portrayal in material
    - 5.9.4.2.3 Understatement
      - 5.9.4.2.3.1 Define understatement
      - 5.9.4.2.3.2 Recognize understatement in material
    - 5.9.4.2.4 Irony
      - 5.9.4.2.4.1 Define irony
      - 5.9.4.2.4.2 Recognize an ironic twist in a story
    - 5.9.4.2.5 Allusions
      - 5.9.4.2.5.1 Recognize common allusions in literature
      - 5.9.4.2.5.2 Recognize Greek and Roman allusions
    - 5.9.4.2.6 Apostrophe
      - 5.9.4.2.6.1 Define apostrophe
      - 5.9.4.2.6.2 Recognize apostrophe in material
    - 5.9.4.2.7 Metonomy
      - 5.9.4.2.7.1 Define metonomy
      - 5.9.4.2.7.2 Recognize metonomy in material
    - 5.9.4.2.8 Synedoche
      - 5.9.4.2.8.1 Define synedoche
      - 5.9.4.2.8.2 Locate an example of synedoche in material
- 5.9.5 Play on words
  - 5.9.5.1 Recognize a malapropism
  - 5.9.5.2 Recognize cliches

5.10 Poetry
- 5.10.1 Identify the following purposes of poetry: word music, word picture, and moment-sharing
- 5.10.2 Poetic devices
  - 5.10.2.1 Metre
    - 5.10.2.1.1 Recognize iambic, trochaic, anapaestic, and dactylic metres
    - 5.10.2.1.2 Define "foot"
    - 5.10.2.1.3 Scan selected material
  - 5.10.2.2 Identify the rhyme scheme given as to type of poetry

5.11 Drama
- 5.11.1 Understand drama form
- 5.11.2 Understand dramatic devices which show: time and the passage of time, costume, setting, action and events offstage, stage set diagram, and stage directions

6.0 CREATIVE READING

- 6.1 Propose different plausible outcomes for a story of solutions for a problem
- 6.2 Suggest sequels to a story
- 6.3 Identify story characters with known persons
- 6.4 Literary forms
  - 6.4.1 Prepare a poem for choral reading
  - 6.4.2 Dramatize a story
  - 6.4.3 Place story in another setting and time
- 6.5 Hypothesize about activities, problems, and feelings of story
- 6.6 Hypothesize about further consequences from story character's actions
- 6.7 Explore the decision-making process through the role-playing technique
- 6.8 Understand diverse points of view
- 6.9 Empathize that personal experience affects emotional response to printed material
- 6.10 Discuss values implied in stories
- 6.11 Develop respect for the beliefs of others
- 6.12 Appreciate the culture and heritage of others
- 6.13 Express a personal point of view concerning printed material
- 6.14 Develop a love for recreational reading
- 6.15 Explore vocational reading
- 6.16 Practice oral reading in an audience situation

REMEDIAL READING

JUNIOR HIGH AND HIGH SCHOOL

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

1.0 PHASE I

- 1.1 Word recognition
  - 1.1.1 Sight vocabulary
    - 1.1.1.1 Recognize Dolch word list including nouns
    - 1.1.1.2 Understand words used in the community
    - 1.1.1.3 Know subject area vocabulary
  - 1.1.2 Structural analysis
    - 1.1.2.1 Recognize root words
    - 1.1.2.2 Identify prefixes and suffixes
    - 1.1.2.3 Recognize compound words
    - 1.1.2.4 Identify contractions
    - 1.1.2.5 Sense that words are formed by syllables
    - 1.1.2.6 Develop awareness of simple homonyms, synonyms, and antonyms
  - 1.1.3 Phonetic analysis
    - 1.1.3.1 Reproduce short and long vowel sounds
    - 1.1.3.2 Reproduce single consonant sounds
  - 1.1.4 Context clues
    - 1.1.4.1 Select appropriate word to fit context
    - 1.1.4.2 Use correct simple inflectional endings, appropriate to context
- 1.2 Comprehension
  - 1.2.1 Main idea
    - 1.2.1.1 Identify supporting ideas
    - 1.2.1.2 Demonstrate ability to rephrase
    - 1.2.1.3 Recall events in sequence
    - 1.2.1.4 Select appropriate titles
    - 1.2.1.5 Identify key sentence
  - 1.2.2 Draw conclusions
  - 1.2.3 Recognize cause and effect
  - 1.2.4 Recognize feelings (sadness, happiness)
  - 1.2.5 Make decisions
  - 1.2.6 Identify speaker
  - 1.2.7 Understand simple figures of speech
  - 1.2.8 Find personal pronouns in a sentence
- 1.3 Study skills
  - 1.3.1 Locating information
    - 1.3.1.1 Use tables of content
    - 1.3.1.2 Locate words in dictionary
    - 1.3.1.3 Use telephone directory
  - 1.3.2 Skim for specific information
  - 1.3.3 Follow simple directions
  - 1.3.4 Classify items as like or unlike
- 1.4 Communication
  - 1.4.1 Skills in listening
    - 1.4.1.1 Follow directions
    - 1.4.1.2 Recall specific information
    - 1.4.1.3 Demonstrate personal expression of feeling
    - 1.4.1.4 Recall main idea
    - 1.4.1.5 Recall sequence
    - 1.4.1.6 Demonstrate auditory discrimination
  - 1.4.2 Skills in speaking
    - 1.4.2.1 Express self spontaneously
    - 1.4.2.2 Use appropriate tone and speed
    - 1.4.2.3 Appear relaxed and at ease
    - 1.4.2.4 Enunciate properly
  - 1.4.3 Skills in writing
    - 1.4.3.1 Use correct formation of upper and lower case letters
    - 1.4.3.2 Copy a simple sentence accurately
    - 1.4.3.3 Use simple self expression
    - 1.4.3.4 Write a friendly letter

2.0 PHASE II

- 2.1 Word recognition
  - 2.1.1 Sight vocabulary
    - 2.1.1.1 Recognize selected words from a word list such as Fry's Instant Words and Kuceya Francis Sight Word List
    - 2.1.1.2 Expand subject area vocabulary
  - 2.1.2 Structural analysis
    - 2.1.2.1 Recognize more complex root words
    - 2.1.2.2 Use and understand prefixes and suffixes
    - 2.1.2.3 Form compound words
    - 2.1.2.4 Form contractions correctly
    - 2.1.2.5 Divide two and three syllable words
    - 2.1.2.6 Expand use of homonyms, synonyms, and antonyms

2.1.3 Context clues
2.1.3.1 Derive meaning of unknown word from its use in a sentence
2.1.3.2 Expand correct use of more difficult inflectional endings

2.2 Comprehension
2.2.1 Main idea
2.2.1.1 Identify supporting ideas
2.2.1.2 Demonstrate ability to rephrase
2.2.1.3 Recall events in sequence
2.2.1.4 Select appropriate titles
2.2.1.5 Identify key sentences
2.2.2 Predict outcome
2.2.3 Recognize cause and effect
2.2.4 Recognize feelings of tone and mood
2.2.5 Identify the speaker
2.2.6 Make decisions
2.2.7 Understand figures of speech
2.2.8 Find personal pronouns
2.2.9 Recognize sentence structure
2.2.10 Evaluate bias

2.3 Study skills
2.3.1 Locating information
2.3.1.1 Parts of a book
2.3.1.1.1 Use table of contents
2.3.1.1.2 Use glossary
2.3.1.1.3 Use index
2.3.1.1.4 Recognize sub-titles
2.3.1.2 Use encyclopedia
2.3.1.3 Use charts, graphs, and maps
2.3.1.4 Interpret time lines
2.3.1.5 Select best source of information
2.3.2 Develop simple outline
2.3.3 Library skills
2.3.3.1 Use card catalogue
2.3.3.2 Identify author
2.3.3.3 Identify title
2.3.3.4 Identify subject

2.4 Communication
2.4.1 Skills in listening
2.4.1.1 Follow directions
2.4.1.2 Recall specific information
2.4.1.3 Demonstrate personal expression of feeling
2.4.1.4 Recall main idea
2.4.1.5 Recall of sequence
2.4.1.6 Demonstrate auditory discrimination
2.4.2 Skills in speaking
2.4.2.1 Express self spontaneously
2.4.2.2 Use appropriate tone and speed
2.4.2.3 Appear poised and self-confident
2.4.2.4 Use good enunciation
2.4.3 Skills in writing
2.4.3.1 Know competencies referred to in Phase I under skills in writing
2.4.3.2 Copy accurately a complex sentence and/or a simple paragraph
2.4.3.3 Use good self-expression
2.4.3.4 Write simple business letter
2.4.3.5 Take simple dictation (spelling)

3.0 PHASE III

3.1 Word recognition
3.1.1 Sight vocabulary
3.1.1.1 Understand technical terms of the community
3.1.1.2 Expand subject area vocabulary
3.1.2 Structural analysis
3.1.2.1 Demonstrate knowledge of competencies of contractions included in Phase I and Phase II
3.1.2.2 Demonstrate knowledge of competencies of syllables included in Phase I and Phase II
3.1.3 Demonstrate knowledge of the competencies in Phase I under phonetic analysis

3.2 Comprehension
3.2.1 Main idea
3.2.1.1 Identify supporting ideas
3.2.1.2 Demonstrate ability to rephrase
3.2.1.3 Recall events in sequence

3.2.1.4 Select appropriate titles
3.2.1.5 Identify key sentences
3.2.2 Predict outcomes
3.2.3 Recognize cause and effect
3.2.4 Identify and interpret feelings and attitudes
3.2.5 Find author's intent
3.2.6 Make decisions
3.2.7 Understand figures of speech
3.2.8 Identify personal pronouns
3.2.9 Recognize sentence structure
3.2.10 Evaluate bias

3.3 Study skills
3.3.1 Locating information
3.3.1.1 Parts of a book
3.3.1.1.1 Use table of contents
3.3.1.1.2 Use glossary
3.3.1.1.3 Use index
3.3.1.1.4 Recognize sub-titles
3.3.1.2 Use encyclopedias
3.3.1.3 Formulate charts, graphs, and maps
3.3.1.4 Formulate time lines
3.3.1.5 Select best source of information
3.3.2 Develop outlining techniques
3.3.3 Library usage
3.3.3.1 Use card catalogue
3.3.3.2 Identify author
3.3.3.3 Identify subject
3.3.4 Demonstrate ability to summarize
3.3.5 Construct a bibliography
3.3.6 Use footnotes
3.3.7 Demonstrate ability to take notes

3.4 Communication
3.4.1 Skills in listening
3.4.1.1 Follow directions
3.4.1.2 Recall specific information
3.4.1.3 Demonstrate personal expression of feeling
3.4.1.4 Recall main idea
3.4.1.5 Recall of sequence
3.4.2 Skills in speaking
3.4.2.1 Express self spontaneously
3.4.2.2 Use appropriate tone and speed
3.4.2.3 Appear poised and self confident
3.4.2.4 Use good enunciation
3.4.2.5 Oral reporting
3.4.2.5.1 Give a "how to" speech
3.4.2.5.2 Recall information in sequence
3.4.2.5.3 Demonstrate tutorial speaking
3.4.2.5.4 Convey variety of tone and mood
3.4.2.5.5 Exhibit proper inflection
3.4.3 Writing
3.4.3.1 Exhibit development of competencies in Phase I related to writing
3.4.3.2 Exhibit development of competencies in Phase II related to writing

Chapter IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The conclusions resulting from this study are listed below.

1. The items of competencies included in Chapter III of this study were accepted by the vast majority of responding reading teachers as desirable expectations of the public elementary and secondary students of Mississippi; however, many of the competencies for a particular grade level or subject area appear to be directed toward the average or the above average student and many teachers pointed out that a large number of their students were not performing at grade level.

2. A discrepancy existed between what was reported from local school districts as being taught in the public schools and what actually was taught during the 1974-75 school year.

3. Many of the competencies that teachers indicated as desirable for one grade level were repeated in subsequent grade levels. In some instances competencies were inadvertently repeated in different sections of the same grade level or subject area.

4. No single source of instructional materials seems to be available to cover adequately the competencies for any one grade level or subject area in reading. This conclusion was reinforced by comments from teachers stating that many of the proposed competencies were not included in their particular textbook and that many of the proposed competencies could not be taught due to a lack of resource materials.

5. Diverse opinions by responding reading teachers were expressed concerning the topics that were offered within particular courses.

6. Of the opinions expressed by responding teachers the overwhelming majority were favorable toward the development of a compilation of competencies in the field of reading.

7. A definite overlap of competencies exists among various disciplines of study, especially in the disciplines of language arts and reading.

8. The catalog contains competencies which are worded in a manner which is not consistent with the desired outcome, namely, a measurable behavior expected of students. Some competencies were found to exist which are (a) activity rather than behavior oriented, (b) a directive to the teacher rather than an expectation of a student, (c) not measurable, and (d) written in the affective domain of behavior.

9. The competencies exhibited within the catalog are desirable expectations of students as reflected by classroom teachers' opinions and are not some outside "authorities'" opinions of what "should be" taught.

10. Competencies are exhibited within the catalog which cannot be achieved in many schools because some schools do not contain an appropriate library facility.

11. Content discrepancies appeared to exist among resource materials utilized by teachers.

12. In the discipline of reading many of the competencies could be achieved without the student being able to read functionally.

Recommendations

The recommendations resulting from this study are listed below.

1. The catalog of competencies resulting from this study should be

utilized at the discretion of personnel in local school districts for the improvement of the instructional programs in reading.

2. The catalog of competencies resulting from this study should be utilized in the development of an evaluation procedure for determining the effectiveness of reading programs in Mississippi.

3. Closer scrutiny should be given to reporting procedures which identify the various courses offered in the public schools of Mississippi.

4. A further refinement of the statements of competencies should be undertaken to establish the validity of each competency for each grade level and subject area in the field of reading.

5. Personnel from each local school district should acquire and/or develop resource materials centered around the reading competencies that they select.

6. Activities should be conducted which result in the development of catalogs of competencies for each of the fields of study offered in the public elementary and secondary schools of Mississippi.

7. A further refinement of the statements of competencies should be undertaken to (a) eliminate those competencies which were inadvertently repeated within the same grade level, (b) reduce the overlap of competencies which exists among the various disciplines, and (c) reword those competencies which do not reflect a measurable behavior expected of a student.

8. Procedures should be initiated to determine why schools are operating with less than adequate library facilities.

APPENDIX A

LETTER TO SUPERINTENDENTS SEEKING NOMINATIONS
AND TEACHER NOMINATION FORM

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

Dear

Enclosed is a complimentary copy of The Mississippi Catalog of Competencies for Public Elementary and Secondary Science. This compilation of competencies resulted from the workshop that was conducted in January of this past school year. As you might remember, the proposed competencies were distributed among every public school teacher of science in the state of Mississippi for approval or disapproval and for the addition of competencies not included in the initial listing. This resulting catalog is probably the most exhaustive listing of science competencies by grade level and subject area ever developed. Already it is being received with much enthusiasm.

Because of the success of the activities that resulted in science competencies, the State Department of Education has received funding to develop similar catalogs in four additional basic subject areas which include mathematics, language arts, social studies, and reading. Workshops will be conducted during this school year for the purpose of developing catalogs of competencies in these four areas. The resulting catalogs will be similar to the already developed science catalog. To acquire the best possible teachers in the state of Mississippi for this purpose, I am asking that you nominate from your district the most outstanding teacher or teachers that you have for the grade levels or subject areas included under the four fields of study on the attached form. Obviously, you need not nominate someone for each of the listed subject areas as only five individuals from across the state will ultimately be selected to represent each grade level or subject area. Careful attention will be given to select individuals from each of the districts of the state rather than overburden any one district with too many selections.

After your nominations are made, please send them to Dr. J. R. Hutchinson, Office of Planning and Evaluation, P. O. Box 771, Jackson,

Mississippi 39205, by September 20. If you have any questions concerning this project, please contact Dr. Hutchinson at this same address or call 354-7328.

I would like to take this opportunity to thank you again for your cooperation during the past school year in this most worthwhile project and to say that we are looking forward to working with you again this year in continuing this important endeavor.

Sincerely,

G. H. Johnston, Ed.D.
State Superintendent of Education

GHJ:bb

Enclosures

NOMINATION OF SUPERINTENDENTS FOR POSSIBLE
PARTICIPATION IN A WORKSHOP
TO DEVELOP CATALOGS
OF COMPETENCIES

Subject (1)	Name (2)	School Address (3)	Telephone No. (4)
Language Arts			
Level One			
Level Two			
Level Three			
Level Four			
Level Five			
Level Six			
English, Level Seven			
English, Level Eight			
English I, Level Nine			
English II, Level Ten			
English III, Level Eleven			
English IV, Level Twelve			
World Literature			
Creative Writing			
Afro American Literature			
Reading			
Level One			
Level Two			
Level Three			
Level Four			
Level Five			
Level Six			

(nominations continued)

Subject (1)	Name (2)	School Address (3)	Telephone No. (4)
Reading, Developmental, Jr. High			
Reading, Remedial, Jr. High			
Reading, Developmental, High			
Reading, Remedial, High			
Social Studies			
Level One			
Level Two			
Level Three			
Level Four			
Level Five			
Level Six			
Level Seven			
Level Eight			
Mississippi History, Level Nine			
Civics, Level Nine			
Geography			
Problems of American Democracy			
American Government			
Economics			
Psychology			
Sociology			
World Relations			
State Government			
American History			
World History			
Ancient & Medieval History			
Bible (Religion, Theology)			
Afro-American History			
Ethnic Studies			
Mathematics			
Level One			
Level Two			
Level Three			
Level Four			

(nominations continued)

Subject (1)	Name (2)	School Address (3)	Telephone No. (4)
Level Five			
Level Six			
Level Seven			
Level Eight			
Fundamental Math I			
Fundamental Math II			
Algebra I			
Algebra II			
Advanced Algebra			
Plane Geometry			
Unified Geometry			
Solid Geometry			
Trigonometry			
Coordinate Geometry			
Probability			
Elementary Functions			
Senior Math			
Senior Math (fused advanced)			
Computer Math			
Matrix Algebra			

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APPENDIX B

LETTER TO SUPERINTENDENTS REQUESTING
THE RELEASE OF SELECTED TEACHERS

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

October 8, 1974

Dear

During this past school year a pilot program was conducted by the State Department of Education which resulted in a catalog of competencies for the field of science. The procedure for the development of the science catalog assured every public elementary and secondary science teacher in Mississippi the opportunity to contribute. A copy of the catalog which resulted from the combined efforts of these individuals was sent to you during the first part of this school year. I think that you will agree that this catalog is a valuable aid to the instructional program.

Because of the overwhelming response to the science project, the State Department of Education through the Office of Planning and Evaluation has applied for and received funds to develop similar catalogs for the basic academic fields of reading, mathematics, social studies, and language arts. **Therefore, this letter is a request that you release the individual(s) named on the attached list to attend a three-day work conference during** which competencies will be identified. The individual(s) named on the attached list will be receiving an invitation to participate in the next few days along with more detailed information concerning the conference. Your cooperation for releasing the named person(s) will be gratefully appreciated.

The end result of the activities of the selected subject area specialists will be printed catalogs showing the competencies expected of students by the time a particular grade level or subject area in the fields of reading, mathematics, social studies, and language arts is completed. These catalogs will be reproduced and made available to every public school in Mississippi. Our target date for completion is September, 1975.

If you have any questions concerning the proposed project, please contact Dr. Jerry Hutchinson, Coordinator, Office of Planning and Evaluation, Post Office Box 771, Jackson, Mississippi 39205, or call 354-7328. Thank you in advance for cooperating with your State Department of Education in this important endeavor.

Sincerely,

G. H. Johnston

G. H. Johnston
State Superintendent of Education

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APPENDIX C

INVITATION TO TEACHERS

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

Dear

You have been selected as one of fifty reading area specialists across the state of Mississippi to participate in a program designed to identify the competencies expected of students in a reading program after receiving instruction for one year at a particular grade level or in a particular subject area. To explain further let me inform you about our "Continuing Plan for Education in Mississippi." In 1972 a statewide needs assessment was conducted by the State Department of Education utilizing over 4,000 Mississippians to identify educational needs for Mississippi. From this study forty-four high priority educational needs were determined. In 1973 a statewide survey was conducted by the State Department of Education utilizing 1,296 Mississippians to develop, adopt, and rank educational goals based upon the needs previously identified. Resulting from this study thirty-four educational goals for Mississippi were adopted. The goal ranked highest in priority was for students "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)."

We are now ready to continue with the third phase of our "Continuing Plan for Education in Mississippi" which is to develop specifically stated objectives for accomplishing the adopted goals and more specifically for accomplishing the number one ranked goal. To initiate the third phase of our state plan a pilot program was conducted during the 1973-74 school year for the subject area of science. We are now ready to conduct a similar program for the field of study that you represent. Therefore, we are soliciting your professional help.

Enclosed is an invitation to you to participate in a work conference to identify competencies expected of students by the time a year of study in a particular grade level or subject area in the field of reading is completed. You will receive a catalog of competencies in science as a guide should you choose to participate in the reading workshop along with a list of participants.

You are being asked to participate as a member of a group of five people in the reading area of _____ to develop a list of competencies expected of those students by the time one year is completed.

A meeting will be held at 9:00 a.m. for the chairmen in Room 137 at the Universities Center in Jackson, Mississippi, on November 6, 1974. At 1:00 p.m. all participants will meet in Room 137 to carry out this project. The following days, November 7 and 8, all participants will meet at 8:30 a.m. to continue identifying competencies. Your superintendent has been notified of your selection and has been asked to release you for three days for this activity. Please confer with your superintendent about this matter. You will need to bring with you all items which might help you to identify the expected competencies of students in your assigned subject area or grade level, for example, text books, workbooks, accumulated test questions, compilations of objectives, courses of study, lesson plans, and all other materials which specify content.

The conference co-directors will be Miss Mary Ann Baird and Mrs. Kathleen Touchstone, reading supervisors for the State Department of Education. They will be participating not only in this meeting but also in all subsequent activities related to the overall project. With full cooperation by all participants this project can truly be an exemplary program worthy of not only state recognition but also national recognition.

For participating in this project you will be reimbursed for your travel expenses, hotel room, and meals. In addition you will receive a daily stipend of $25 for your professional services. A list of motels with telephone numbers and rate is also enclosed for your convenience. We are asking that you make your own reservations.

The end result of the activities in which you and the other forty-nine subject area specialists will be involved will be a printed catalog showing the competencies expected of students by the time one year is completed in a particular grade level or subject area in the field of reading. These catalogs will be reproduced and made available to every public school in Mississippi. I hope that you can see from this activity that we can then proceed to measure how well the stated competencies are being achieved across the state in the area of reading. Then, if necessary, we can make educational changes based upon sound evaluation data.

Please complete the "invitation form" provided, even if you cannot attend, and return it in the enclosed pre-stamped envelope by October 18, 1974. If you have any questions concerning this project, please contact Dr. Jerry Hutchinson, Coordinator, Office of Planning and Evaluation, Mississippi State Department of Education, Post Office Box 771, Jackson, Mississippi 39205, or phone 354-7328.

Thank you in advance for cooperating with the State Department of Education in this important endeavor.

Sincerely,

G. H. Johnston
State Superintendent of Education

GHJ/bjj

Enclosure

INVITATION FORM

THE MISSISSIPPI STATE DEPARTMENT
OF EDUCATION

invites you to participate in

A SPECIAL READING WORK CONFERENCE

NOVEMBER 6, 7, AND 8, 1974

UNIVERSITIES CENTER
JACKSON, MISSISSIPPI

RSVP PLEASE RETURN

☐ I will attend ☐ I will not attend

NAME: _____

TELEPHONE(S): Home _____ Office _____

APPENDIX D

MEMORANDUM TO PARTICIPANTS OF WORK CONFERENCE

State of Mississippi
DEPARTMENT OF EDUCATION
P. O. Box 771 - Jackson, Mississippi 39205
Office of Planning and Evaluation
Telephone
601-354-7328

October 18, 1974

TO: Work Conference Participants

FROM: J. R. Hutchinson, Coordinator, Office of Planning and Evaluation

SUBJECT: Pre-Conference Information

Thank you for accepting our invitation to participate in a work conference designed for your subject area responsibility. This memorandum confirms your acceptance.

The items listed below are enclosed for your information.

1. Science catalog - This catalog is enclosed for your review. The work conference planned for the subject area that you represent will ultimately result in a printed catalog similar to the one for science. Please note that each listed competency is intended to be measurable.

2. Conference agenda - This agenda is included to give you the organizational structure and dates of the proposed work conference.

3. List of invited participants - This list of invited participants is included for your information. Perhaps you can contact someone from your geographical area to share transportation to and from Jackson.

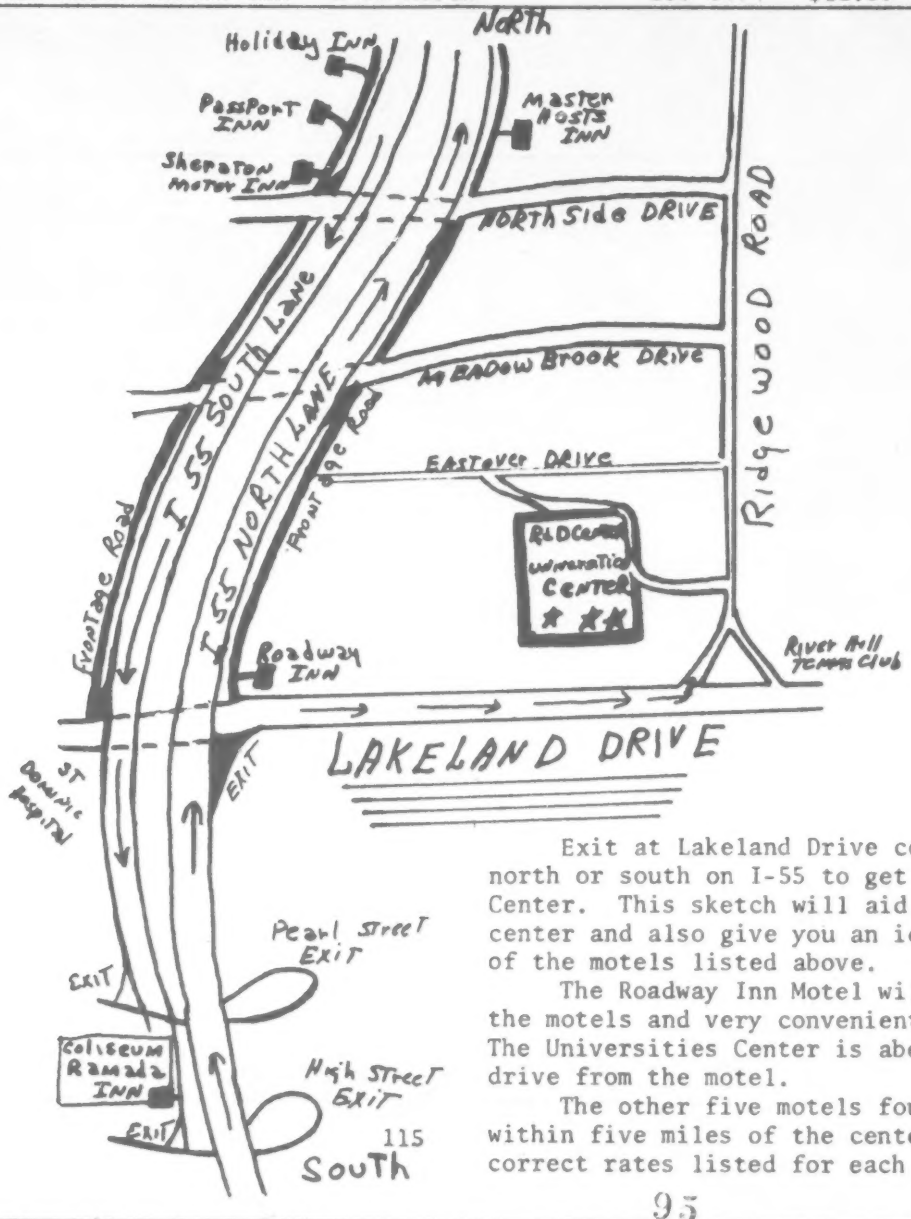
Please let me emphasize the necessity for you to bring with you appropriate materials which specify content in your subject area.

Again, thank you for offering your professional help in this most important endeavor. We look forward to working with you in this work conference and feel confident that the result will indeed be a significant contribution to the instructional programs of Mississippi.

JRH/bjj

Enclosure

MOTELS	ADDRESS	TELEPHONE NO.	RATE	
			Single	Double
Holiday Inn North	I-55 North	366-9411	$14.70 (Tax included)	$18.90
Roadway Inn	I-55 North	982-1122	$13.00	$18.00
Passport Inn	5035 I-55 North	982-1011	$10.40 (Tax included)	$13.65
Ramada Inn-Coliseum	I-55 North (Pearl & High Street Exits)	969-2141	$15.75 (Tax included)	$22.05
Sheraton Motor Inn	I-55 North	982-1044	$15.00	$20.00
Jacksonian Master Hosts Inn	I-55 North	366-8474	$12.60 (Tax included)	$18.90



Exit at Lakeland Drive coming from either north or south on I-55 to get to the Universities Center. This sketch will aid you in locating the center and also give you an idea of the locations of the motels listed above.

The Roadway Inn Motel will be the closest of the motels and very convenient to Lakeland Drive. The Universities Center is about a five minute drive from the motel.

The other five motels found on this map are within five miles of the center. These are the correct rates listed for each motel.

APPENDIX E

AGENDA FOR READING WORK CONFERENCE

READING WORK CONFERENCE AGENDA

Wednesday, November 6, 1974

I. Opening session for group chairmen - 9:00 a.m., Room 137

A. Welcoming remarks and introductions

B. Background information pertaining to the "Continuing Plan for Education in Mississippi"

C. Discussion of the ultimate goal for the conference

D. Discussion of the potential outcomes of the project

E. Organization of the conference

F. Discussion of the role of the chairmen in the project

G. Explanation of the financial arrangements

H. Assignment of rooms for group meetings

II. Opening session for all conference participants - 1:00 p.m., Room 137

A. Welcoming remarks by Dr. Garvin H. Johnston, State Superintendent of Education

B. Introduction of staff

C. Background information pertaining to the "Continuing Plan for Education in Mississippi"

D. Discussion of the ultimate goal for the conference

E. Discussion of the potential outcomes of the project

F. Organization of the conference

G. Discussion of the role of the chairmen and participants in the project

H. Explanation of the financial arrangements

I. Assignment of rooms for group meetings

III. Grade level and/or subject area meetings - 2:30 p.m. to 4:30 p.m.

A. Develop subject area into topical outline

B. Begin identifying and listing competencies under each topic

Thursday, November 7, 1974

IV. General assembly - 8:30 a.m., Room 137

A. Answer questions

B. Explain agenda for the day

V. Grade level and/or subject area meetings - 9:00 a.m. to 11:30 a.m.
(To continue identifying competencies under identified topics)

VI. Grade level and/or subject area meetings - 1:00 p.m. to 4:00 p.m.
(To continue identifying competencies under identified topics)

Friday, November 8, 1974

VII. General assembly - 8:30 a.m., Room 137

A. Answer questions

B. Discuss wrap-up of activities

VIII. Grade level and/or subject area meetings - 9:00 a.m. to 11:00 a.m.
(To continue identifying competencies under identified topics)

IX. Meeting with chairmen - 11:00 a.m. to 11:30 a.m.

A. Determine progress of groups

B. Discuss further plan of action

X. Grade level and/or subject area meetings - 1:00 p.m. to 3:00 p.m.
(To wrap-up activities in preparation for submitting identified competencies)

XI. Final general assembly - 3:00 p.m.
(To complete reimbursement forms)

APPENDIX F

LETTER TO SUPERINTENDENTS ACCOMPANYING
PROPOSED COMPETENCIES

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

February 28, 1975

Dear

This letter is a request for your continued cooperation of phase three of the "Continuing Plan for Education in Mississippi." Phase three is the development of catalogs of competencies or expectations of students in the basic academic areas for each grade level and subject area taught in the public elementary and secondary schools of Mississippi. You will recall that last year with the cooperation of the principals and science teachers in your district along with the principals and science teachers in the other 149 school districts, an initial catalog of competencies for the field of science was developed and distributed to the public schools.

Due to the tremendous response that was received by administrators and teachers across the state expressing the value of such a document in planning educational programs, we are currently in the process of developing similar catalogs in the fields of reading, language arts, mathematics, and social studies. During the fall of this school year, we held a work conference in each of the fields of study mentioned above. Selected teachers from all four corners of the state attended these work conferences representing all grade levels and subject areas in each of the four fields of study. At these work conferences a list of potential competencies for each subject area and grade level in each of the fields of reading, language arts, mathematics, and social studies was developed by teachers of these courses.

We are soliciting the input of all public school teachers in the state of Mississippi in each of the four fields of study mentioned above by asking them to react to the list of potential competencies developed in the various work conferences. In order to insure that the proper teachers receive the proper lists of competencies we would like to work through you to the principals of the schools in your district. A letter to the principals is attached for your information.

The accompanying materials with this letter are the packets of proposed competencies about which the teachers in each school in your school district are being asked to react. We would appreciate your cooperation in distributing the appropriate package of materials to the appropriate principal or school indicated on the package. The grade levels and subject areas represented in a package for a particular school were determined through reports from your district indicating that these

were the courses being taught in that school. You will note that in the letter to each principal we requested that they return the completed items directly to the State Department of Education by March 28, 1975.

Through the leadership of the superintendents and principals across the state last year, we received the input of 82 percent of the science teachers of Mississippi. It was the input of these teachers that made the project such a success. We are striving to achieve even greater success this year.

Upon compiling the returns from across the state, separate catalogs in reading, language arts, mathematics, and social studies will be produced which contain the expected competencies of students in each of these fields of study at each grade level and/or subject area which are being taught in the public schools of Mississippi. These competencies are thus being determined by the teachers of Mississippi and will ultimately be made available to every public school in the state.

If you have any questions concerning this project, please contact Dr. Jerry Hutchinson, Coordinator, Office of Planning and Evaluation, Mississippi State Department of Education, Post Office Box 771, Jackson, Mississippi 39205 or phone 354-7328.

I would like to take this opportunity once again to thank you for the cooperation that has been extended in the past in the development of the "Continuing Plan for Education in Mississippi" and to thank you in advance for cooperating with the State Department of Education in this important third phase.

Sincerely,

G. H. Johnston

G. H. Johnston
State Superintendent of Education

GHJ:bdb

Enclosures

APPENDIX G

LETTER TO PRINCIPALS ACCOMPANYING
PROPOSED COMPETENCIES

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

February 28, 1975

Dear Principal

The Mississippi State Department of Education is earnestly soliciting your continued cooperation in the development of phase three of "The Continuing Plan for Education in Mississippi." You will recall in April, 1974, you and your science faculty participated in the development of the competencies expected of students in the various grade levels and subject areas of science offered within your school. The result of this endeavor was the publication of The Mississippi Catalog of Competencies for Public Elementary and Secondary Science. In September, 1974, we mailed you a copy of this catalog which enumerates the specific expectations of students at each grade level and/or subject area in the field of science as expressed by the vast majority of science teachers in the state of Mississippi.

Due to the tremendous response that was received by teachers across the state expressing the value of such a document in planning educational programs, we are currently in the process of developing similar catalogs in the fields of reading, language arts, mathematics, and social studies. During the fall of this school year, we held a work conference in each of the fields of study mentioned above. Selected teachers from all four corners of the state attended these work conferences representing all grade levels and subject areas in each of the four fields of study. At these work conferences a list of potential competencies for each subject area and grade level in each of the fields of reading, language arts, mathematics, and social studies was developed by the teachers of these courses.

You and your faculty are being asked to participate once again in the further development of the competencies which were initially identified in the four work conferences. The importance of your leadership in this project as principal of your school cannot be overemphasized. Through your leadership last year and the leadership of your fellow principals across the state, we received the input of 82 percent of the science teachers of Mississippi. It was this input that made the project an overwhelming success. Enclosed you will find separate lists of competencies, one for each of the grade levels and subject areas checked in the following table.

List of Accompanying Packets of Competencies by Grade Levels and/or Subject Areas for the Fields of Reading, Language Arts Mathematics, and Social Studies

READING	LANGUAGE ARTS	MATHEMATICS	SOCIAL STUDIES
(1)	(2)	(3)	(4)
Level I (Grade One) ___	Level I (Grade One) ___	Level I (Grade One) ___	Level I (Grade One) ___
Level II (Grade Two) ___	Level II (Grade Two) ___	Level II (Grade Two) ___	Level II (Grade Two) ___
Level III (Grade Three) ___	Level III (Grade Three) ___	Level III (Grade Three) ___	Level III (Grade Three) ___
Level IV (Grade Four) ___	Level IV (Grade Four) ___	Level IV (Grade Four) ___	Level IV (Grade Four) ___
Level V (Grade Five) ___	Level V (Grade Five) ___	Level V (Grade Five) ___	Level V (Grade Five) ___
Level VI (Grade Six) ___	Level VI (Grade Six) ___	Level VI (Grade Six) ___	Level VI (Grade Six) ___
Elementary Remedial Reading - Primary Level ___	Level VII (Grade Seven) ___	Level VII (Grade Seven) ___	Geography Level VII (Grade Seven) ___
Elementary Remedial Reading Intermediate Level ___	Level VIII (Grade Eight) ___	Level VIII (Grade Eight) ___	World History Level VII (Grade Seven) ___
Developmental Reading Junior High ___	Level IX (Grade Nine) ___	Fundamental Math I ___	American History Level VIII (Grade Eight) ___
Developmental Reading Senior High ___	Level X (Grade Ten) ___	Fundamental Math II ___	Mississippi History Level IX (Grade Nine) ___
Remedial Reading Junior High and Senior High ___	Level XI (Grade Eleven) ___	Algebra I ___	Geography High School ___
	Level XII (Grade Twelve) ___	Algebra II ___	Problems of American Democracy ___
	World Literature ___	Advanced Mathematics ___	American Government ___
	Creative Writing ___	Geometry ___	Economics ___
		Trigonometry ___	Afro American History ___
			Sociology ___
			American History ___
			Mississippi Government ___
			Psychology ___
			World History ___

You will note that opposite each listed competency in a packet is a space provided to indicate if that competency would be a desirable or an undesirable expectation for a student enrolled in that grade level or subject area. Also, space is provided at the end of the form for a listing of additional topics and competencies that should be required or expected of students in that particular area. You will also note that space is provided on the front of each packet of competencies for the school name and school district. This serves a two-fold purpose, as follows: (1) to assure that each attendance center in the state has the opportunity to contribute to the overall project, and (2) to be sure that if a follow-up is necessary a second request will not be made to a school which has already responded. Therefore, please have these spaces filled in correctly.

You, as principal of this school, are essential to the success of this project. You are being asked to distribute the enclosed packets of competencies to the appropriate faculty members of your school for their review, revisions, and additions. It is our desire that each teacher who has a responsibility in the subject area indicated herein be given an opportunity to examine the proposed list of competencies and react. When you have more than one teacher representing a particular subject area or grade level, please ask that a consensus be expressed in the response. Also, please collect all of the packets sent to you when completed and bundle them together and return them to the following address:

Office of Planning and Evaluation
Mississippi State Department of Education
Post Office Box 771
Jackson, Mississippi 39205

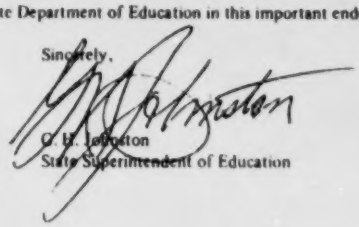
A return of the enclosed packets by March 28, 1975, will be greatly appreciated. We recognize the fact that in this instance we are not supplying you with return postage. This decision was prompted by the logistics of the expected return. Let me assure you that for your response and expense you will receive for your school and staff the completed catalogs of competencies in each of the four fields of study at our expense.

Upon compiling the returns from across the state, separate catalogs in reading, language arts, mathematics, and social studies will be produced which contain the expected competencies of students in each of these fields of study at each grade level and/or subject area which are taught in the public schools of Mississippi. These competencies will be determined by the teachers of Mississippi and they will be made available to every public school in Mississippi.

If you have any questions concerning this project, please contact Dr. Jerry Hutchinson, Coordinator, Office of Planning and Evaluation, Mississippi State Department of Education, Post Office Box 771, Jackson, Mississippi 39205 or phone 354-7128.

Thank you in advance for cooperating with the State Department of Education in this important endeavor.

Sincerely,



O. H. Johnston
State Superintendent of Education

OHJ:bdh

Enclosures

APPENDIX H

DIRECTIONS FOR ASSESSING THE PROPOSED COMPETENCIES AND A SAMPLE OF PROPOSED COMPETENCIES

PROPOSED COMPETENCIES FOR
READING
LEVEL I (GRADE ONE)

_____
Name of School

_____
Name of School District

DIRECTIONS FOR ASSESSING PROPOSED COMPETENCIES

Background

You the teachers of reading, language arts, mathematics, and social studies are being asked to contribute your ideas and opinions in the development of competencies expected of students in your course. The competencies will be enumerations of the specific expectations of students by the time a year of study in a particular course has been completed.

During the fall of 1974, a work conference in each of the fields of study including reading, language arts, mathematics, and social studies was held. In each work conference approximately five teachers for each grade level or subject area compiled an initial list of potential competencies for their respective grade levels or subject areas. These lists are now being made available to public school teachers for your direct input at this time. Concerning the attached list we are soliciting from you your professional opinion concerning the approval or disapproval of each potential competency, any additional competencies that you feel should be added, or comments and revisions concerning any portion of this endeavor.

Directions

You are being asked to participate in the development of competencies for the attached subject area. Your task can be completed as follows:

1. Indicate the number of teachers in your school who teach the attached level or subject area. _____

2. The opinions given concerning the competencies listed for this subject area are the consensus of how many of the teachers who teach this subject area in your school? _____

3. Each subject area is outlined in a numerical outline. The major topics are listed by numbers such as 1.0, 2.0, 3.0, etc. Under each major topic are sub-topics which relate to the major topics and are numbered 1.1, 1.2, 1.3, etc.; 2.1, 2.2, 2.3, etc.; 3.1, 3.2, 3.3, etc. The sub-topics may be further divided and numbered 1.1.1, 1.1.2, 1.1.3, etc. The last extremity of the outline will contain the competencies that students are expected to attain as related to the appropriate topic. Each competency will then be numbered in accordance with the appropriate topic.

4. To the right of each listed competency is provided a space for you to mark whether you agree or disagree that that particular

competency is a desirable expectation of the students you teach in this particular subject area or grade level. Your approval or disapproval should reflect the consensus of opinions of the teachers in your school who teach this subject area or grade level.

5. Should you disagree with the stated terminology or content of a listed competency and desire to indicate a suggested revision, please make a note in the margin. In addition, should you find an error, such as, a misspelled word, typographical error, or a poorly stated competency, please correct or revise the error at the place it is located.

6. Space has been provided at the end of the form for the insertion of additional competencies that you feel should be included. When making your list of additional competencies, please attach the appropriate number to the competency so that it can be entered under the proper topic and sub-topic. Example: Under topic number 2.0 and sub-topic 2.1 you desire an additional competency. Suppose five competencies are listed under 2.1, the last being 2.1.5. Your additional competency would be numbered 2.1.6. Number all additional competencies accordingly. The same procedure would be used if you felt a needed sub-topic or topic was omitted. If under topic 2.0 there were three sub-topics, the last being 2.3, the additional sub-topic would be 2.4. Then you would list the expected competencies for this sub-topic as 2.4.1, 2.4.2, etc.

7. Upon completing the tasks described in items four, five, and six, please return the completed form to your principal. Your principal has been asked to collect all forms for all areas of reading, language arts, mathematics, and social studies represented in this school and to return them to the State Department of Education.

The importance of this activity cannot be overemphasized. As you can see, the teachers of reading, language arts, mathematics, and social studies of the state of Mississippi will be determining what the outcomes in each of these courses taught in Mississippi should be. After compiling the returns from across the state, catalogs will be produced which contain the expected competencies of students in each of the four subject areas listed above taught from grades one through twelve in the public schools of Mississippi. These catalogs will be made available to every public school in the state. The implications for having this type of information are infinite and can contribute to the improvement of the educational process of students. You can see from this activity that the State Department of Education can then proceed to phase four of the "Continuing Plan for Education in Mississippi" and measure how well the stated competencies are being achieved across the state in each of the subject areas. Then, if necessary, educational changes can be made based upon sound evaluation data.

Thank you in advance for contributing your professional services to this most important endeavor.

LEVEL I (GRADE ONE)

The competencies within this section are not to be considered as minimum items for students to achieve. Nor are they listed in an order of priority or sequence.

		Agree	Disagree
1.0	READING READINESS SKILLS		
1.1	Oral language		
1.1.1	Identify himself by name		
1.1.2	Formulate complete sentences		
1.1.3	Verbalize experiences		
1.1.4	Identify orally: people, places, and things		
1.1.5	Respond to questions		
1.1.6	Describe things as to color, size, shape, location, and texture		
1.1.7	Repeat nursery rhymes, short poems, and finger plays		
1.1.8	Construct a story from a picture		
1.1.9	Construct a story based on experiences		
1.1.10	Construct a story based on imagination		
1.1.11	Retell a story		
1.1.12	Order sequentially the events in pictures or printed stories		
1.1.13	Make up story details		
1.1.14	Describe picture details		
1.1.15	Describe story details		
1.1.16	Predict outcomes through discussion of pictures and stories		
1.1.17	Interpret feelings of story characters through pictures and discussion		
1.1.18	Name days of week, months of year, and seasons		
1.1.19	Use new words encountered in classroom situations		
1.1.20	Repeat five digits after hearing them		
1.1.21	Repeat a sentence of about fifteen syllables		
1.1.22	Repeat pledge of allegiance in unison		
1.1.23	Supply missing word in a sentence		
1.1.24	Demonstrate an awareness of "singular" and "plural" in language usage		
1.1.25	Demonstrate an awareness of rhythm of language		
1.1.26	Discuss pictures and stories on films, filmstrips, and ETV		
1.2	Visual discrimination and memory		
1.2.1	Identify name		
1.2.2	Recognize colors (red, blue, yellow, green, orange, brown, black, and white)		
1.2.3	Recognize shapes (circle, square, triangle, and rectangle)		
1.2.4	Recognize sizes (big, little)		
1.2.5	Follow, sequentially, left to right progression with return sweep in books and workbooks		
1.2.6	Follow top to bottom sequence in pages of book or workbook		
1.2.7	Follow front to back progression in reading through (or working in) books		
1.2.8	Match colors, shapes, sizes, letters, word forms, picture details		
1.2.9	Determine likenesses and differences in form or shape, internal and external detail, kind, position, color, serial order and size		
1.2.10	Classify pictured or actual items in groups: e.g., animals, food, flowers		
1.2.11	Note picture details and clues		
1.2.12	Locate letters of the alphabet		
1.2.13	Locate letters that stand for initial consonant sounds		
1.2.14	Locate words that begin with same initial consonant sounds		
1.2.15	Find words that have same graphemic base		
1.2.16	Demonstrate visual memory of letters and words		
1.2.17	Relate a few spoken words to printed symbols		
1.2.18	Indicate first letter in a word		
1.2.19	Indicate last letter in a word		
1.2.20	Indicate first word in a sentence		
1.2.21	Know that all words are written by using letters of the alphabet		
1.2.22	Know that each letter has two forms		
1.2.23	Classify letters as small or capital		
1.2.24	Match capital and small letter forms		
1.2.25	Know sequential order of letters		
1.3	Auditory discrimination and memory		
1.3.1	Identify common sounds		
1.3.2	Identify source of sounds		
1.3.3	Classify sounds as loud, soft, high, low, far, near, same, different		
1.3.4	Distinguish likenesses and differences in sounds		
1.3.5	Follow oral directions		
1.3.6	Repeat sound patterns		
1.3.7	Identify rhyming words		
1.3.8	Supply rhyming words		
1.3.9	Identify initial consonant sounds		
1.3.10	Name given letters		
1.3.11	Name letters that stand for initial consonant sounds		
1.3.12	Supply words that begin with same consonant sound		
1.3.13	Read groups of words containing same graphemic base: e.g., an, man, ran		
1.3.14	Demonstrate ability to hear with eyes closed		
1.3.15	Demonstrate ability to listen attentively for short periods of time		

		Agree	Disagree
1.4	Visual-motor and kinesthetic skills		
	1.4.1 Write name		
	1.4.2 Trace letters and shapes		
	1.4.3 Trace (or draw) lines to answers		
	1.4.4 Demonstrate ability to color simple pictures		
	1.4.5 Draw a picture with details		
	1.4.6 Draw a man (person) with details		
	1.4.7 Demonstrate ability to handle materials: e.g., books, workbooks, pencils, crayon, chalk		
	...8 Draw a circle, square, triangle, cross, line		
	1.4.9 Demonstrate ability to work picture puzzles		
	1.4.10 Demonstrate ability to reproduce figures		
	1.4.11 Complete figures or letters		
	1.4.12 Mark answers as instructed by the teacher		
1.5	Conceptual development - background of experiences		
	1.5.1 Demonstrate ability to place objects spatially in relation to other objects: i.e., on, in, over, under, beside, between		
	1.5.2 Demonstrate understanding of concept of smell and related terms: e.g., smoke, flowers		
	1.5.3 Demonstrate understanding of concept of direction (position) and related terms: i.e., right, left, up, down, front, back, top, bottom, first, last, next, beginning, end		
	1.5.4 Demonstrate understanding of concept of taste and related terms: i.e., sour, sweet, salty		
	1.5.5 Demonstrate understanding of concept of texture and related terms: i.e., rough, smooth		
	1.5.6 Demonstrate understanding of concept of size or amount and related terms: i.e., more, less, fat, thin, big, large, small, little		
	1.5.7 Demonstrate understanding of concept of height and related terms: i.e., short, tall, low, high		
	1.5.8 Demonstrate understanding of concept of weight and related terms: i.e., heavy, light		
	1.5.9 Demonstrate understanding of concept of color and related terms: e.g., red, blue, dark, light		
	1.5.10 Demonstrate understanding of concept of shape and related terms: i.e., round, square, circle, triangle, rectangle		
	1.5.11 Demonstrate understanding of concept of likenesses and differences and related terms: i.e., like, same, different		
	1.5.12 Demonstrate understanding of simple incidents of cause and effect		
	1.5.13 Demonstrate understanding of concept of place and related terms: i.e., here, there, near, far		
	1.5.14 Demonstrate understanding of concept of time and related terms: i.e., now, then, before, after, later, day, night, morning, afternoon, today, tomorrow, yesterday, days, months, seasons		
	1.5.15 Demonstrate understanding of terms specifically related to reading readiness skills: i.e., sound, letter, word, name, book, capital, row, column		
	1.5.16 Distinguish between sense and nonsense, real (true) and make-believe		
	1.5.17 Demonstrate understanding that words carry meaning		
	1.5.18 Demonstrate understanding that words can tell things that pictures cannot convey		
	1.5.19 Body awareness		
	1.5.19.1 Identify body parts: e.g., leg, arm		
	1.5.19.2 Describe some of his physical characteristics		
	1.5.19.3 Construct a self-portrait		
	1.5.19.4 Describe likenesses and differences in comparing himself to others		
	1.5.20 Self-concept and interpersonal relationships		
	1.5.20.1 Exhibit responsible behavior in taking care of personal and school property		
	1.5.20.2 Respect rights and property of others		
	1.5.20.3 Perform his share of schoolroom duties		
	1.5.20.4 Practice safety rules that affect himself and others		
	1.5.20.5 Exhibit self-control		
	1.5.20.6 Exhibit confidence and self-acceptance		
	1.5.20.7 Exhibit ability to relate to (work with) others		
	1.5.21 Demonstrate an awareness of families		
	1.5.22 Demonstrate an awareness of friends		
	1.5.23 Demonstrate an awareness of schools (personnel and physical make-up)		
	1.5.24 Demonstrate an awareness of community		
	1.5.25 Demonstrate an awareness of careers and workers		
1.6	Interest		
	1.6.1 Respond favorably to praise, reward, and incentive		
	1.6.2 Display pleasure over successful experiences		
	1.6.3 Display desire to do some things independently		
	1.6.4 Display a sense of enjoyment in mild competition		
	1.6.5 Display an interest in participating in classroom activities		

	Agree	Disagree
1.6.6 Display an interest in school activities outside the classroom		
1.6.7 Display an interest in his world away from school: e.g., home, family, pets, toys, TV, friends, play		
1.6.8 Reading materials		
1.6.8.1 Show interest in variety of subjects (topics): e.g., animals, holidays, astronauts		
1.6.8.2 Show interest in different types of materials: e.g., poems, stories, picture books		
1.6.8.3 Show interest in various kinds of stories and poems: e.g., fantasy true, adventure		
1.6.9 Activities related directly to reading		
1.6.9.1 Show interest in listening to stories and poems		
1.6.9.2 Show interest in trying to read: e.g., bulletin board, lables		
1.6.9.3 Show interest in doing tasks required in reading readiness books and workbooks		
1.6.9.4 Display an interest in dramatizing stories		
1.6.9.5 Show an interest in going to the library		
2.0 WORD ANALYSIS		
2.1 Demonstrate ability to use word configuration as clue in word analysis		
2.2 Demonstrate ability to use picture clues		
2.3 Context clues		
2.3.1 Use word that fits the meaning in a sentence		
2.3.2 Use word that makes sense in the situation		
2.3.3 Identify word through use of initial sound and context		
2.4 Structural analysis		
2.4.1 Compound words		
2.4.1.1 Demonstrate understanding of formation of compound words		
2.4.1.2 Demonstrate ability to break selected compound words into components		
2.4.1.3 Demonstrate ability to assemble separate words into compound words		
2.4.1.4 Supply examples of compound words		
2.4.1.5 Demonstrate ability to recognize any, no, some, and every in compound words		
2.4.2 Inflectional endings		
2.4.2.1 Demonstrate ability to recognize words with inflectional endings when root word is not changed		
2.4.2.2 Change in root word		
2.4.2.2.1 Demonstrate ability to recognize words where "y" is changed to "i" before adding ending: e.g., babies		
2.4.2.2.2 Demonstrate ability to recognize words where final consonant is doubled before adding ending: e.g., running		
2.4.2.2.3 Demonstrate ability to recognize words where final "e" has been dropped before adding ending: e.g., coming		
2.4.3 Demonstrate ability to recognize common prefixes: i.e., a, be, en, un, in, al, re		
2.4.4 Demonstrate ability to recognize common root words in words that have affixes		
2.4.5 Demonstrate ability to recognize common suffixes: i.e., ly, er, est, self, n, en, ness, ful, less, ish, y		
2.4.6 Syllables		
2.4.6.1 Demonstrate ability to hear syllables in words		
2.4.6.2 Know that long words have more than one part		
2.4.6.3 Know that parts are called syllables		
2.4.6.4 Demonstrate ability to recognize common prefixes and suffixes as separate syllables		
2.4.6.5 Demonstrate ability to recognize double medial consonant as a clue to syllabication		
2.4.6.6 Know that when a word has a double medial consonant, the consonant is sounded only once		
2.4.7 Accent		
2.4.7.1 Know that some words in a sentence are stressed more than others		
2.4.7.2 Know that one part of a word with two or more syllables is stressed more than others		
2.4.8 Contractions		
2.4.8.1 Know that a contraction is a short way of writing two words together		
2.4.8.2 Demonstrate recognition of contractions introduced in texts		
2.4.8.3 Demonstrate understanding that contractions may be substituted for original words		
2.4.8.4 Demonstrate ability to recognize contractions as words based on natural speech patterns		
2.4.8.5 Know that "n't", "'s", "'ll" stand for not, is, and will		
2.4.9 Abbreviations		
2.4.9.1 Know abbreviations of common units of measure: i.e., ft., in.		
2.4.9.2 Know abbreviations of days of week and months of year		

				Agree	Disagree 4
		2.4.9.3	Know abbreviations used in addresses: i.e., Mr., Mrs., Dr., St., Ave., Miss. (Ms.).		
	2.4.10	Graphemic bases (word families or phonograms)			
		2.4.10.1	Know that phonograms begin with vowels		
		2.4.10.2	Know that initial consonant sounds blended with graphemic bases make complete words.		
		2.4.10.3	Demonstrate ability to use graphemic bases in word analysis.		
		2.4.10.4	Know, by signt, phonograms introduced in reading instruction		
2.5	Phonics				
	2.5.1	Common phonics principles			
		2.5.1.1	Know various letters by name		
		2.5.1.2	Distinguish various letters from one another		
		2.5.1.3	Know that letters stand for units of sound		
		2.5.1.4	Know that sounds can be blended into words		
		2.5.1.5	Know that the sounds in each word are sequenced in a certain order		
		2.5.1.6	Know that the sounds are represented spatially when the word is written down		
		2.5.1.7	Display ability to blend sounds without distortion		
		2.5.1.8	Display ability to blend words without pausing between sounds.		
		2.5.1.9	Demonstrate ability to determine sounds in a word by saying the word slowly		
		2.5.1.10	Know letter-sound associations that have been presented in classroom activities		
		2.5.1.11	Know them for each position studies: i.e., initial, medial, or final.		
	2.5.2	Consonants			
		2.5.2.1	Single consonants		
			2.5.2.1.1 Know letter-sound associations for consonants that have one "regular" sound which is generally consistent: i.e., b, d, f, h, j, k, l, m, n, p, r, t, v, x (final and medial) w and y (as consonants).		
			2.5.2.1.2 Know letter-sound associations for consonants that have more than one "regular" sound: i.e., c (k, s) cat, cent; g (g, j) go, cage; s (s, z, sh) said, is, sure; z (z, s) zoo, Hertz, (waltz).		
			2.5.2.1.3 Know letter-sound associations that are sometimes hears: i.e., f (v) of; d (j) soldier; x (z) xerox; z (zh) treasure.		
		2.5.2.2	Consonant blends		
			2.5.2.2.1 Know sound-letter associations for "r" family of blends: i.e., br, cr, dr, fr, gr, pr, tr, spr, str, scr, thr		
			2.5.2.2.2 Know sound-letter associations for "l" family of blends: i.e., bl, cl, fl, gl, pl, sl, spl.		
			2.5.2.2.3 Know sound-letter associations for "s" family of blends: i.e., sc, sk, sm, sn, sp, st, sw, sch, sq.		
			2.5.2.2.4 Know sound-letter associations for blends not found in initial position: i.s., nd, nt, mp, ft, lk, ld, lt, lp, lf.		
		2.5.2.3	Consonant digraphs		
			2.5.2.3.1 Exhibit skill in associating sounds with consonant digraphs: i.e., sh, ch, wh, th, qu, ph (f) phone		
			2.5.2.3.2 Know sound-letter associations for digraphs not found in initial position: i.e., ng (sing), ck (chick), nk (ink)		
		2.5.2.4	Silent consonants		
			2.5.2.4.1 Know some consonants are not sounded in some combinations: wr (r) write, kn (n) know, gh (silent) night, gn (n) gnaw, gh (g) ghost, gu (g) in most cases		
			2.5.2.4.2 Know that a doubled consonant is sounded only once: i.e., fanned		
	2.5.3	Vowels			
		2.5.3.1	Short vowels		
			2.5.3.1.1 Know letter-sound association for single vowel (medial or initial position) in a one syllable word: e.g., ran, it		
			2.5.3.1.2 Know letter-sound association for single vowel in closed syllable that is accented: i.e., candy.		
			2.5.3.1.3 Know letter-sound association for final "y" in unaccented position: baby.		
			2.5.3.1.4 Know common letter-sound association for all vowels in unaccented position: i.e., schwa sound in ago		
			2.5.3.1.5 Know letter-sound association for "a" (ŭ) when used as a word in a sentence.		
			2.5.3.1.6 Know letter-sound association for "e" (ŭ) in the word "the" in oral reading or conversation.		
			2.5.3.1.7 Know letter-sound association for vowels before "dge": e.g., bridge, badge.		

				Agree	Disagree
	2.5.3.2	Long vowels			
		2.5.3.2.1	Know common letter-sound association for two or more vowels in a one syllable word (first is long and rest are silent): e.g., ride, eat, pail, ate		
		2.5.3.2.2	Know common letter-sound association for two or more vowels in accented syllable of longer words (first is long and rest are silent): e.g., asleep, inside, nearly		
		2.5.3.2.3	Know letter-sound association for single vowel at end of one syllable word: i.e., no, my		
		2.5.3.2.4	Know letter-sound association for "i" before ld, mb, nd: i.e., find, child		
		2.5.3.2.5	Know letter-sound association for "o" before ld: e.g., old, cold		
	2.5.3.3	"r" vowels			
		2.5.3.3.1	Know common letter-sound association for er, ir, and ur (unless followed by e) (ûr): e.g., her, bird		
		2.5.3.3.2	Know letter-sound associations for or (ōr) ford, (ôr) for, (ûr) word		
		2.5.3.3.3	Know letter-sound association for ear: (ĕr) fear, (a̋r) wear, (ûr) earth		
		2.5.3.3.4	Know letter-sound associaton for ar: (a̋r) car, (a̋r) care		
		2.5.3.3.5	Know letter-sound association for "air": (a̋r) air, chair		
	2.5.3.4	Diphthongs			
		2.5.3.4.1	Know letter-sound association of "ou and ow" as in out and cow		
		2.5.3.4.2	Know letter-sound association for "oi and oy" as in boil and boy		
	2.5.3.5	Other			
		2.5.3.5.1	Know letter-sound association for "y and w" when they take place of vowels: e.g., down, my, day, baby, low		
		2.5.3.5.2	Know letter-sound association for "oo": e.g., zo͞o, lo͝ok		
		2.5.3.5.3	Know letter-sound association for "a" following "w": e.g., (o) wa̋s, (o) wa̋g		
		2.5.3.5.4	Know letter-sound association of "ew": e.g., (o͞o) grew, (ū) few		
		2.5.3.5.5	Know letter-sound association for "u" (ů) as in put and full		
		2.5.3.5.6	Know letter-sound association for "ea" as in head (ĕ), read (ē)		
	2.5.4	Sound-spelling irregularities			
		2.5.4.1	"ā" sound spelling		
		2.5.4.1.1	Know "ā" sound of ay (day)		
		2.5.4.1.2	Know "ā" sound of ey (they)		
		2.5.4.1.3	Know "ā" sound of eigh (eight)		
		2.5.4.2	"ī" sound spelling		
		2.5.4.2.1	Know "ī" sound of eye (eye)		
		2.5.4.2.2	Know "ī" sound of ye (bye)		
		2.5.4.2.3	Know "ī" sound of uy (buy)		
		2.5.4.2.4	Know "ī" sound of igh (night)		
		2.5.4.3	"ô" sound spellings		
		2.5.4.3.1	Know "ô" sound of au (because)		
		2.5.4.3.2	Know "ô" sound of aw (saw)		
		2.5.4.3.3	Know "ô" sound of al, alt, all, alk: e.g., also, tall, walk, salt		
		2.5.4.3.4	Know "ô" sound of "o" (when followed by two consonants): i.e., song, soft		
		2.5.4.4	Sounds of "ed"		
		2.5.4.4.1	Know "t" sound of ed (looked) (when added to voiceless consonants except t)		
		2.5.4.4.2	Know "d" sound of ed (pinned, sawed) when added to voiced consonant except d or vowel sound)		
		2.5.4.4.3	Know "ed" or "id" sound of ed (sanded, panted) (when added to words ending in d or t)		
		2.5.4.5	Sounds of "es"		
		2.5.4.5.1	Know "ez" or "iz" sound of es: e.g., boxes, dishes, (when added to word ending in hissing sound)		
		2.5.4.5.2	Know "s" sound of es: e.g., likes, ropes (when added to word ending with voiceless consonant sound)		
		2.5.4.5.3	Know "z" sound of es: e.g., cries, rides (when added to word ending with voiced consonant sound or vowel sound)		
2.6	Dictionary skills				
	2.6.1	Recognize letters			
	2.6.2	Know the alphabet in consecutive order			
	2.6.3	Locate letters in alphabet with relation to each other			

	Agree	Disagree
2.6.4 Observe alphabetical arrangement of entries in a picture dictionary.		
2.6.5 Locate entires in a picture dictionary by first letter		
2.6.6 Know that the dictionary is a source of information.		
2.6.7 Arrange words alphabetically, beginning with same and different letters.		
2.6.8 Find words beginning with certain letters in any alphabetical arrangement.		
2.6.9 Know that the dictionary is built on alphabetical order by first, second, and third letters.		
3.0 VOCABULARY DEVELOPMENT		
3.1 Basic sight words		
3.1.1 Know Dolch list of first grade words by sight.		
3.1.2 Know additional words on Fry and Bucks county list of first grade words.		
3.2 Know common antonyms: e.g., big, little		
3.3 Know common synonyms: e.g., small, little		
3.4 Know common homophones: e.g., to, too, two.		
3.5 Know common homographs: e.g., rĕad, rēad.		
3.6 Demonstrate ability to associate meaning with words.		
3.7 Know words that have been introduced in texts.		
3.8 Signal words		
3.8.1 Identify signal words: i.e., who, what, where, why, how, when		
3.8.2 Demonstrate an understanding of these words as signal (key) words.		
3.9 Know color and number words.		
3.10 Know days of week, months, and holidays.		
3.11 Know words in his address.		
3.12 Know words with multiple meanings: e.g., fair, period		
4.0 USING READING SKILLS		
4.1 Silent reading		
4.1.1 Read without vocalization (lip movements or whispering).		
4.1.2 Read without head movements.		
4.1.3 Read without pointing.		
4.1.4 Read at a speed appropriate to the material.		
4.1.5 Read for a purpose		
4.2 Oral reading (following silent reading)		
4.2.1 Use correct pronunciation.		
4.2.2 Use proper enunciation, especially word endings.		
4.2.3 Use correct phrasing for smooth reading.		
4.2.4 Use proper voice intonation, pauses, and stress to project meaning (mood or emotion)		
4.2.5 Read with resonable fluency and volume		
4.2.6 Observe capitalization and simple punctuation marks (period, comma, question mark, exclamation marks, and quotation marks) for effect and proper expression		
4.2.7 Keep the eye ahead of the voice.		
4.2.8 Read without pointing.		
4.2.9 Handle book appropriately, proper distance from eyes and at a ninety-degree angle.		
4.2.10 Demonstrate ability to read orally for a purpose		
4.2.11 Read without repetition and omissions.		
4.2.12 Read confidently with ease and poise		
5.0 COMPREHENSION		
5.1 Learning to interpret thought units of increasing size		
5.1.1 The phrase		
5.1.1.1 Find phrases in sentences.		
5.1.1.2 Interpret phrases.		
5.1.1.3 Identify descriptive phrases		
5.1.1.4 Construct phrases.		
5.1.1.5 Apply comprehension skills (listed below) to phrase reading.		
5.1.1.6 Classify phrases as when, where, what.		
5.1.2 The sentence		
5.1.2.1 Identify sentences (asking and telling).		
5.1.2.2 Construct sentences (asking and telling)		
5.1.2.3 Interpret sentences.		
5.1.2.4 Identify antecendents of pronouns.		
5.1.2.5 Find relevant sentences.		
5.1.2.6 Find irrelevant sentences.		
5.1.2.7 Supply words that complete sentences		
5.1.2.8 Identify punctuation marks (period, comma, question mark, quotation mark, exclamation point)		
5.1.2.9 Use punctuation marks as clue to meaning		
5.1.2.10 Demonstrate ability to use "a", "as", "and" as connectors.		

	Agree	Disagree
5.1.2.11 Demonstrate understanding of use of capital letters in names, titles, and beginning of sentences		
5.1.2.12 Identify action words as past or present		
5.1.2.13 Recognize "will" as clue to future		
5.1.2.14 Demonstrate use of nouns and verbs in basic sentence pattern		
5.1.2.15 Apply comprehension skills (listed below) to sentence reading		
5.1.3 The paragraph		
5.1.3.1 Identify paragraph		
5.1.3.2 Demonstrate understanding that a paragraph is made up of related sentences		
5.1.3.3 Apply comprehension skills (listed below) to paragraph reading		
5.2 Learning to read for specific purpose		
5.2.1 Main idea		
5.2.1.1 Find main idea of picture		
5.2.1.2 Find main idea of phrase		
5.2.1.3 Find main idea of sentence		
5.2.1.4 Find main idea of paragraph		
5.2.1.5 Find main idea of story		
5.2.1.6 Select title which best fits the story		
5.2.2 Locate answers to specific questions		
5.2.3 Details		
5.2.3.1 Recall picture details		
5.2.3.2 Recall story details		
5.2.3.3 Interpret story details		
5.2.3.4 Find details that relate to main idea		
5.2.4 Sequence of events		
5.2.4.1 Recognize sequence		
5.2.4.2 Arrange pictures in sequence		
5.2.4.3 Organize ideas in sequence		
5.2.4.4 Arrange sentences in a story in proper sequence		
5.2.5 Predict outcomes in stories, pictures, books		
5.2.6 Demonstrate ability to follow written directions		
5.2.7 Evaluating and criticizing what is read		
5.2.7.1 Discriminate between fact and fantasy (sense and nonsense)		
5.2.7.2 Make inferences (from facts and implied meaning)		
5.2.7.3 Demonstrate an understanding of relationships: e.g., cause-effect, time, place		
5.2.7.4 Draw conclusions		
5.2.7.5 Make generalizations		
5.2.7.6 Detect figurative language		
5.2.7.7 Evaluate character traits		
5.2.7.8 Evaluate story details		
5.2.7.9 Note story "moral"		
5.2.8 Remembering what one reads		
5.2.8.1 Recall details (facts)		
5.2.8.2 Recall main idea		
5.2.9 Demonstrate ability to form sensory images		
5.2.10 Make comparison of story characters		
5.2.11 Interpret feelings of characters		
6.0 FUNCTIONAL READING		
6.1 Locating information		
6.1.1 Display ability to use table of contents		
6.1.2 Locate words in picture dictionary		
6.1.3 Develop awareness of book parts		
6.1.4 Locate specific pages in a book		
6.1.5 Locate books (or stories) about specific topics: e.g., holidays		
6.1.6 Locate collateral materials: e.g., magazine pictures		
6.2 Reading in content area		
6.2.1 Math		
6.2.1.1 Understand vocabulary and symbols specifically related to math		
6.2.1.2 Distinguish question from information part		
6.2.1.3 Follow directions		
6.2.1.4 Distinguish between relevant and irrelevant facts		
6.2.1.5 Demonstrate ability to visualize problems		
6.2.1.6 Relate one phrase to another		
6.2.1.7 Translate work statement into a computation		
6.2.1.8 Follow a sequence of operations		
6.2.2 Science, social studies, and literature		
6.2.2.1 Know vocabulary for specific subject area		
6.2.2.2 Demonstrate ability to visualize		
6.2.2.3 Read for main idea		
6.2.2.4 Read to locate information		

	Agree	Disagree
6.2.2.5 Note details		
6.2.2.6 Demonstrate an understanding of key concepts especially related to science: e.g., space, living things, time		
6.2.2.7 Demonstrate an understanding of key concepts especially related to social studies: e.g., climate, place relationships		
6.2.2.8 Recognize a map as a picture or likeness of the earth or part of the earth.		
6.2.2.9 Recognize different types of material in literature books: e.g., poems, stories, dramatizations.		
6.2.3 Other		
6.2.3.1 Demonstrate ability to read common traffic and safety signs.		
6.2.3.2 Demonstrate ability to read posters, lables, and rules related to class studies and activities		
7.0 RECREATIONAL READING		
7.1 Development of interest in reading		
7.1.1 Enjoyment of reading as a voluntary leisure time activity		
7.1.1.1 Demonstrate enjoyment in reading		
7.1.1.2 Share contents of books read		
7.1.1.3 Read voluntarily and frequently.		
7.1.2 Skill in selecting appropriate reading material in oneself		
7.1.2.1 Select books on reading level.		
7.1.2.2 Select books appropriate to interest		
7.2 Improvement and refinement of reading interests		
7.2.1 Development of more varied reading interests		
7.2.1.1 Read stories of various types.		
7.2.1.2 Read stories that relate to new experiences.		
7.2.2 Achievement of personal development through reading		
7.2.2.1 Demonstrate the effects that reading has on the development of morals and values		
7.2.2.2 Demonstrate that the ability to read satisfies essential needs such as self esteem, esteem of others, and security.		
8.0 APPRECIATION		
8.1 Appreciation of type		
8.1.1 Display enjoyment of certain types: e.g., stories, poems, fables.		
8.1.2 Display enjoyment of certain kinds of stories: e.g., suspenseful, humerous.		
8.1.3 Display an interest in certain subjects: e.g., animals, astronauts.		
8.2 Appreciation of style		
8.2.1 Show interest in style of writing: e.g., Dr. Seuss Books.		
8.2.2 Display enjoyment of style related to certain location or period of history: e.g., manner of speech		
8.3 Appreciation of quality		
8.3.1 Display sensitivity to stories that teach morals or truths: e.g., fables.		
8.3.2 Show an interest in factual or informative: e.g., the I Want to Be Books.		
8.3.3 Display an interest in true stories: e.g., "The Story of George Washington"		

Additional Competencies: (Refer to directions and number the additional competencies appropriately; attach additional pages as necessary.)

APPENDIX I

FOLLOW-UP LETTER TO SUPERINTENDENTS

State of Mississippi
DEPARTMENT OF EDUCATION
P. O. Box 771 - Jackson, Mississippi 39205

Office of Planning and Evaluation

April 15, 1975

Telephone
601-354-7328

Dear

In February you were mailed a request to distribute packages of proposed competencies in four subject areas to the attendance centers within your district for the reactions of the teachers who have responsibilities in those four areas. To date we have received response from attendance centers representing 130 of the 150 school districts. Unfortunately no response has been received from your district. The due date for the return was March 28. This letter is being written for your information and to encourage representation from every school district and ideally from every attendance center in the state.

Some concern has been expressed about the specificity of the proposed competencies and about the implications toward "low-level" achievement. We encourage teachers from around the state to submit the competencies in practice in their respective classrooms which differ from the proposed list. The proposed list is merely a reference point. We feel that it will be easier to revise than to originate and currently we are merely developing a catalog of items that teachers say is being taught in the classrooms. We hope that the catalog represents a practicioners point of view. Also, we are aware that the lists of competencies are much too exhaustive to expect a high degree of achievement, even if one could measure attainment for each item.

If you have any questions about this project, please feel free to call me at 354-7328.

Sincerely,

J. R. Hutchinson, Ed.D.
Coordinator

JRH/bb

APPENDIX J

LETTER TO DEANS OF SCHOOLS OF EDUCATION IN INSTITUTIONS
OF HIGHER LEARNING IN MISSISSIPPI

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

February 28, 1975

Dear

The enclosed materials are being sent to you for a twofold purpose as follows: (1) to inform you about a project currently being undertaken by the Mississippi State Department of Education, and (2) to ask that you distribute the enclosed materials to the appropriate personnel within your department for their reactions. A more detailed explanation can be found in the enclosed copy of the letter being sent to each of the attendance center principals within the state.

The purpose of the project is to identify the precise expectations of pupils by grade level and subject area enrolled in the areas of language arts, reading, mathematics, and social studies. Some personnel from the institutions of higher education in Mississippi have requested that they have a voice in determining these competencies for elementary and secondary pupils. We welcome this input and ask that you include those interested from your institution. We do ask, however, that a consensus be expressed rather than individual response.

Please note that a due date of March 28 is included in the principal's letter. This date is also applicable to those responding from institutions of higher learning.

If you have questions concerning any of the activities related to this project, please contact Dr. J. R. Hutchinson, Coordinator, Office of Planning and Evaluation, P. O. Box 771, Jackson, Mississippi 39205, or call 354-7328.

Sincerely,

G. H. Johnston

G. H. Johnston
State Superintendent of Education

GHJ/bjw

Enclosures

APPENDIX K

PROPOSED COMPETENCIES REJECTED BY RESPONDING READING TEACHERS

APPENDIX K

PROPOSED COMPETENCIES REJECTED BY RESPONDING READING TEACHERS

LEVEL ONE

No deletions

LEVEL TWO

No deletions

LEVEL THREE

No deletions

LEVEL FOUR

No deletions

LEVEL FIVE

No deletions

LEVEL SIX

No deletions

ELEMENTARY REMEDIAL READING (PRIMARY LEVEL)

No deletions

ELEMENTARY REMEDIAL READING (INTERMEDIATE LEVEL)

No deletions

DEVELOPMENTAL READING (JUNIOR HIGH)

No deletions

DEVELOPMENTAL READING (SENIOR HIGH)

5.2.3.3 Place dialect in correct geographical location

REMEDIAL READING (JUNIOR HIGH AND SENIOR HIGH)

No deletions

APPENDIX L

ADDITIONAL COMPETENCIES SUGGESTED BY
RESPONDING READING TEACHERS

APPENDIX L

ADDITIONAL COMPETENCIES SUGGESTED BY RESPONDING READING TEACHERS

LEVEL ONE

1.4.13 Print one's name

2.3.4 Demonstrate a procedure to be followed for using context clues

3.1.3 Know the Johnson list of first grade words by sight
3.1.4 Know the Kucerd-Francis list of first grade words by sight

LEVEL TWO

2.4.2.1.7 Add es to verbs and nouns which end in z and ss instead of s to form plurals
2.4.6.4 Substitute 'd for had
2.4.6.5 Know that 's stands for "us" in let's
2.4.6.6 Recognize that won't stands for will not
2.4.6.7 Know the words that selected contractions stand for
2.5.2.6 Know that initial consonant sound includes all consonants up to first vowel
2.6.5 Arrange letters and words to the first letter in alphabetical order
2.6.6 Arrange letters and words to the second letter in alphabetical order

3.4 Pronounce phrases instantly

5.1.5 Discuss and respond to onomatopoeic words
5.1.6 Discuss a simile
5.1.7 Form auditory images
5.3.2.3 Use index
5.3.10 Relate a story to one's own images
5.4 Life styles
5.4.1 Appreciate the different regional life styles
5.4.2 Discuss the different ethnic groups found in the regions

7.1.3 Initiates invitational reading

8.4 Share books with others
8.5 Take special care of reading books
8.6 Read for enjoyment
8.7 Read current reading material in children's magazines and newspapers

LEVEL THREE

2.4.6.8 Demonstrate recognition of won't for will not
2.4.6.9 Substitute 'd for "had"
2.4.7.2.7 Know to change v/cv division to vc/v if word does not sound right when pronounced
2.4.7.2.8 Recognize the syllabic and non-syllabic past tense of ed
2.4.7.3 Divide words with consonant digraphs after the digraph (consonant digraph) (rabb/it)
2.4.8.5 Know the rules for assigning accent in multi-syllabic words

4.1.3 Reads without vocalization, lip movement, or whispering
4.2.6 Handle books appropriately
4.2.7 Maintain good posture

5.6.10 Recognize common propaganda techniques
5.6.11 Form own conclusions and compare to author's point of view
5.6.12 Recognize exaggerations
5.7.1 Anticipate outcome
5.7.2 Elaborate on story content to produce other stories, paintings, etc.

LEVEL FOUR

1.1.7 Recall silent letters
1.2.8.5 Identify accented syllables
1.2.11 Identify the following parts of speech: nouns, pronouns, verbs, adjectives, and adverbs
1.2.12 Identify four parts of speech

2.1.1.8 Recall the background of selected words
2.1.1.9 Recall the meanings of selected words
2.4.10 Interpret figurative language
2.4.11 Distinguish between fact and fiction
2.4.12 Make judgements from reading assignments
2.4.13 Make generalizations from reading assignments

3.1.8 Display skill in using headings and other typographical aids
3.1.9 Recall ability to locate information quickly
3.2.3.3 Know selected library terms (e.g., fiction, non-fiction, etc.)
3.2.3.4 Locate books by using the classification system of the library

4.9 Discover poetry, prose, and factual and fictional works of literature

LEVEL FIVE

1.1.4 Employ pictures to determine the setting of a story
1.2.5 Employ context clues to interpret the use of figures of speech
1.2.6 Write compound words in context to recognize their meaning
1.3.5.8 Recognize that a prefix has its own meaning
1.3.5.9 Demonstrate the use of prefixes to build word meaning
1.3.5.10 Develop understanding of the prefixes trans, sub, centi, ges, therm, and inter
1.3.6.5 Recognize the difference in root words and base words
1.3.7.7 Develop understanding of the suffixes ment, ic, ical, and ion
1.3.7.8 Recognize that some suffixes can change syllable accent
1.3.8.4 Use common contractions in original sentences
1.3.9.7 Employ syllabic generalizations in attacking new words
1.3.10.4 Recognize that some words also have a secondary accent
1.3.10.5 Know primary and secondary accents
1.3.11 Refine word-attack skills through use of configuration
1.4.1.8 Select consonant clusters in initial, medial, and final position
1.5.18 Use a pronunciation key to interpret dictionary symbols
1.5.19 Interpret phonetic respelling
1.5.20 Recognize different kinds of dictionaries
1.5.21 Use the dictionary as a key to verify parts of speech
1.5.22 Recognize that many words have several meanings
1.5.23 Alphabetize words through fourth and fifth letters
1.5.24 Utilize the pronunciation key in dictionary and glossary
1.5.25 Know abbreviated parts of speech
1.5.26 Use the dictionary to determine correct use of heteronyms

2.1.13 Make inferences
2.1.14 Construct questions related to story
2.1.15 Interpret pronoun referents
2.3.1.4 Read orally for entertainment

3.2.19 Interpret the meaning and use of metaphors and similes
3.3.6 Develop the skill of locating information quickly
3.3.7 Demonstrate ability to follow dictation

4.4.5 Read and interpret photos and diagrams
4.6.14 Demonstrate ability to interpret and utilize tables

5.1.10 Prepare diagrams

6.1.15 Recognize and write parodies
6.1.16 Recognize haiku
6.2.12 Identify and interpret allegory
6.3.21 Analyze emotions
6.3.23 Recognize characteristics of science fiction

LEVEL SIX

1.1.6 Use context clues to determine accent
1.1.7 Use context to select appropriate definitions and determine accent or function
1.2.2.4 Recognize contracted word forms
1.2.2.5 Supply the original words when given selected contracted words
1.2.4.4 Know primary and secondary accents
1.3.6 Recognize controllers such as r, l, and w

2.1.4.3 Assign appropriate meanings to acronyms and colloquialisms
2.1.4.4 Assign meaning and origin to coined words and phrases
2.1.4.5 Create original coined phrases
2.1.5.7 Use typographical aids such as italicized words, bold-face type, footnotes, etc.
2.1.5.8 Use pictures to identify words and meanings
2.2.1.5 Classify items according to specific and general terms
2.2.1.6 Follow multiple directions to locate a given place
2.3.10 Distinguish between cause and effect
2.3.11 Distinguish between comparison and contrast
2.3.12 Formulate information to compare and contrast
2.5.4.1.4 Evaluate author's qualifications through his work

3.1.1.10 Recognize the function of a table of contents, chapter titles, section titles, and topic headings
3.1.1.11 Develop understanding of selected symbols
3.1.1.12 Recognize sources other than written material for locating information
3.1.6 Telephone directory
- 3.1.6.1 Locate information from the yellow pages of a telephone directory
- 3.1.6.2 Locate information from the general information pages of a telephone directory

3.2.1.7 Outline information by time or relationship
3.2.2.4 Summarize ideas in paragraph form
3.3.6 Use a telephone book, T.V. Guide, and/or newspaper to locate information

4.2.3.12 Identify autobiography
4.2.4.5 Identify diamante
4.2.4.6 Write diamante
4.2.4.7 Identify epic poems
4.3.4.6 Know the lesson a given fable teaches

5.6 Sit or stand in a comfortable position
5.7 Look at the audience periodically

6.14 Recreate or reproduce the setting of a story
6.15 Use role-playing techniques to depict story characters
6.16 Construct a mural reflecting the plot and setting of a story
6.17 Express one's ideas through a debate
6.18 Construct charts depicting one's experience on a given topic

7.4 Select material according to standards of good taste
7.5 Correlate personal reading with various subject areas
7.6 Correlate personal reading with career education

ELEMENTARY REMEDIAL READING (PRIMARY LEVEL)

1.2.1.4 Button buttons
1.2.2.12 Copy numerals
1.2.2.13 Throw a ball
1.2.2.14 Catch a ball
1.3 Figures
- 1.3.1 Select a single letter from groups of letters
- 1.3.2 Select given words from a sentence

2.2.10 Respect the need for privacy in others
2.3.17 Accepts correction graciously and is willing to correct work and behavior
2.3.18 Understand how to share with others and to take turns
2.3.19 Exhibit qualities of trust
2.4.1.10 Possess awareness of conservation of natural resources
2.4.1.11 Respect the property and rights of other people
2.4.2 Display good manners

3.1.1.11 Demonstrate an ability to count
3.1.1.12 Hear and attend to directions
3.1.1.13 Follow the action of a story being told or read
3.1.2.8 Repeat a number sentence (1 + 1 = 2)
3.1.2.9 Repeat four numbers backwards
3.1.3.6 Recognize likeness and difference in letter forms
3.1.3.7 Recognize primary and secondary colors
3.1.3.8 Notice differences in upper and lower case and between letters
3.1.3.9 Recognize likeness in size

3.1.3.10 Follow simple mazes
3.1.3.11 Recognize pictures from dot series or pegboards
3.2.13 Pantomime well-known stories, nursery rhymes, and poems
3.3.7 Take good care of books
3.4.6 Understands opposites and other relationships

4.1.3 Recognize both capitalized and uncapitalized form of a word (i.e., Run and run)
4.1.4 Group letters as word units
4.4.7.4 Exhibits basic understanding of the rules governing plural formation
4.4.9.4 Exhibits basic understanding of the rules governing syllabication
4.4.10 Know common useful phonograms (i.e., an, at, ill, ick, etc.)
4.5.1.6 Identify initial consonant blends by matching them with an appropriate set of letters
4.5.1.7 Identify consonant digraphs by matching them with an appropriate set of letters
4.5.2.6 Exhibit basic understanding of the long vowel rules
4.5.2.7 Know that y is a vowel when it follows a vowel
4.5.2.8 Know that w is a vowel when it follows a vowel
4.5.3 Blend sounds into word units

5.1.22 Identify selected signs of mathematics (=, +, -, and x)

6.2.7.8 Use proper pitch, stress, and juncture
6.2.7.9 Enunciate clearly
6.2.8 Read in a relaxed position

7.2.2.3 State answers to questions in a concise way
7.2.4.4 Complete a simple project
7.2.4.5 Provide a step by step description for the completion of a simple project
7.2.4.6 Arrange pictures in a sequence that relates to a story
7.2.6.6 Draw conclusions from given facts
7.2.7.4 Give oral directions
7.2.9 Know where to find answers to questions
7.3 Locate information by using table of contents, index, and titles

8.12 Know how to use the library
8.13 Exhibit skills in selecting appropriate books to read for enjoyment

ELEMENTARY REMEDIAL READING (INTERMEDIATE LEVEL)

1.2.5 Reproduce in script the letters of the alphabet
1.3.15 Distinguish between like and unlike sounds
1.3.16 Distinguish between soft and loud sounds
1.6.3.3 Use comfortable posture while speaking
1.6.3.4 Use confortable posture while writing

2.4.3.6 Recognize that the sound of the letter(s) s or es as an ending is sometimes sounded ez or iz
2.4.4.3 Understand the meaning of the prefixes un, re, and dis
2.4.5.3 Understand the meaning of the suffixes ly, ful, less, ness, er, th, y, tion, ward, ment, ous, ern, teen, ship, and some
2.4.8.4.7 Demonstrate that when ed is added to words ending with d or t a syllable is added (e.g., hand, handed; lift, lifted)
2.5.2.5.7 Recognize that t is silent before ch (e.g., match, patch)
2.5.2.5.8 Recognize that p is silent before the letter s and n (e.g., psalm, pneumonia)
2.5.2.6 Know that consonant sounds are "voiced" if the vocal chords are used in producing the sound (e.g., b, d, f, g, j, l, m, n, q, r, s, v, w, y, and z)
2.5.2.7 Know that consonant sounds are "voiceless" if the vocal chords are not used (e.g., c, h, k, p, t, and sometimes s and f)
2.5.5.17 Know that i or e except after c is sometimes pronounced long e
2.6.3.11 Recognize that regional pronunciation and dialect may vary
2.6.4.7 Understand the meaning of the term entry word

4.2.13 Check books from library at one's own initiative

6.1.4.2.3 Know the different parts of a newspaper
6.1.4.2.4 Recognize different forms of propaganda and bias in advertising and in news stories
6.1.4.3 Telephone directories
6.1.4.3.1 Use the yellow pages of telephone directories
6.1.4.3.2 Use the general information section of telephone directories
6.2.4.5 Paraphrase main ideas from one's review notes
6.2.4.6 Use acronyms and other aids in memorizing lists

8.2.15 Detect logical fallacies
8.4.5 Determine credibility of authors of "factual" material
8.4.6 Distinguish between comparison and contrast
8.4.7 Distinguish between cause and effect

DEVELOPMENTAL READING (JUNIOR HIGH)

1.2.6 Apply knowledge of syllabication to figure out pronunciation of an unknown word

5.12.5 Read parts aloud from dramatic selections

DEVELOPMENTAL READING (SENIOR HIGH)

1.5 Phonics
- 1.5.1 Recognize consonants in initial, medial, and final position in monosyllabic and polysyllabic words
- 1.5.2 Produce the appropriate sound associated with various consonant blends
- 1.5.3 Produce the appropriate sound associated with various consonant digraphs
- 1.5.4 Know the sound of long and short vowels in the single vowel form
- 1.5.5 Know the rule for the r controlled vowel sound
- 1.5.6 Know the rule pertaining to the sound produced by the a vowel preceding l or w
- 1.5.7 Use the schwa sound for indeterminate vowel sounds
- 1.5.8 Produce the appropriate sound associated with various vowel digraphs
- 1.5.9 Produce the appropriate sound associated with various diphthongs
- 1.5.10 Recognize letters in words which are not sounded when pronounced
- 1.5.11 Know the sound for c and g before e, i, or y

REMEDIAL READING (JUNIOR HIGH AND SENIOR HIGH)

1.1.1.4 Understands words used in school business (e.g., absent, tardy, excuse, etc.)
1.1.2.7 Apply basic rules of syllable formation
1.1.3.3 Recognize the sounds and spellings of the American English
1.1.3.4 Reproduce consonant blends
1.1.3.5 Reproduce digraphs
1.1.3.6 Recognize consonant blends
1.1.3.7 Recognize consonant digraphs
1.1.3.8 Know that vowels are modified when preceding the letter r
1.1.3.9 Know the use of the vowel a when preceding l or w
1.1.3.10 Know the use of schwa for indeterminate vowel sounds
1.1.3.11 Recognize vowel digraphs
1.1.3.12 Recognize diphthongs
1.1.3.13 Recognize the use of silent letters
1.1.3.14 Know the sound of c and g before e, i, or y
1.1.3.15 Know vowel combinations
1.1.4.3 Determine meaning of selected words by using context clues
1.2.1.6 Determine the main idea of a paragraph
1.2.9 Express personal preference in reading
1.2.10 Understand linkage of illustrations to text
1.3.1.4 Use the index in a given textbook
1.4.3.5 Take simple dictation
1.4.3.6 Write checks
1.4.3.7 Write a summary
1.4.3.8 Write personal checks
1.4.3.9 Complete deposit slips from a given bank
1.4.3.10 Complete order blanks
1.4.3.11 Complete job application forms

2.1.2.7 Recognize open and closed syllables
2.1.3.3 Derive meaning of unknown words from their use in sentences
2.1.4 Recognize consonant blends and digraphs
2.1.5 Recognize diphthongs and other complex vowel sounds
2.1.6 Recognize the two sounds of c and g
2.1.7 Recognize r-controlled vowels
2.1.8 Know the use of silent letters and their patterns
2.2.1.6 Write the main idea of a given topic in a simple sentence
2.2.1.7 Delete sentences that do not belong
2.2.11 Find proof for conclusions provided
2.4.3.6 Complete forms for job applications

3.2.1.6 Recognize the difference between fact and opinion
3.4.3.3 Write one's own resumé